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North Carolina suggestions for applying the social studies

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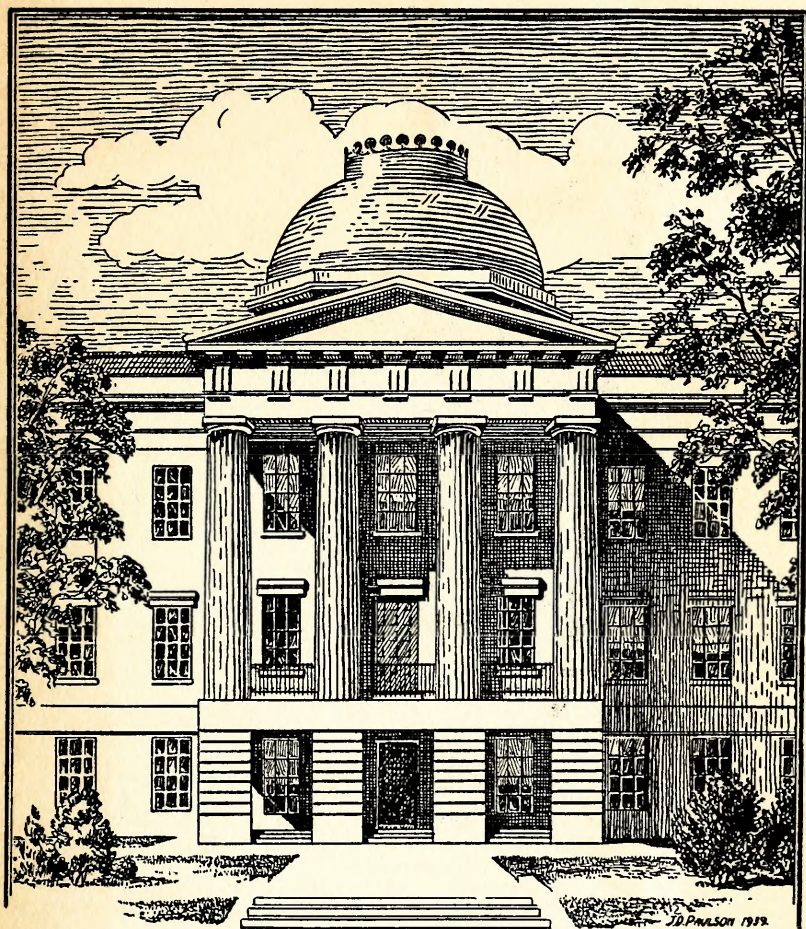


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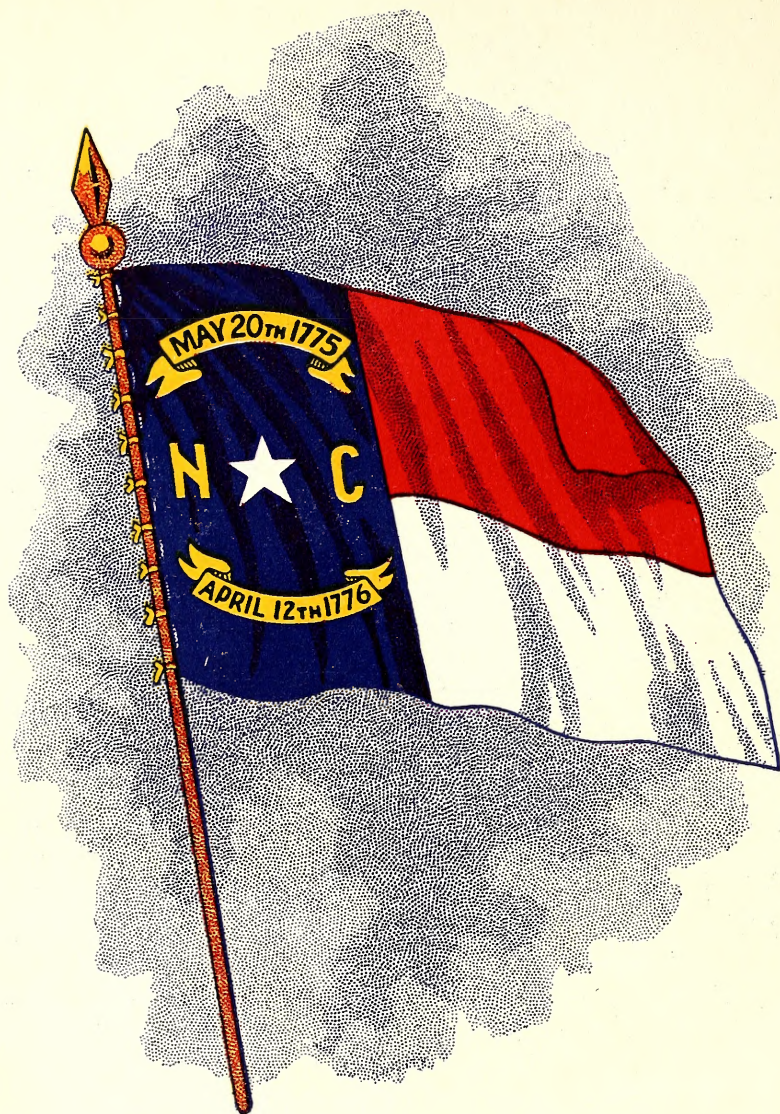
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NORTH CAROLINA

SUGGESTIONS FOR APPLYING THE SOCIAL STUDIES



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA



THE STATE FLAG

The model of the flag as used today was adopted in 1885. It consists of a blue union containing in the center thereof a white star with the letter N in gilt on the left and the letter C in gilt on the right of the star. The fly of the flag consists of two equally proportional bars, the upper bar red and the lower bar white. The length of these bars is equal to the perpendicular length of the union, and the total length of the flag is one-third more than its width.

Above the star in the center of the union is a gilt scroll in semi-circular form, containing in black the inscription: "May 20, 1775," and below the star is a similar scroll containing the inscription: "April 12, 1776." This first date was placed on the flag to mark the signing of the Mecklenburg Declaration of Independence. The second date marks the day on which the Halifax Convention empowered the North Carolina members of the Continental Congress to concur with the delegates of the other colonies in declaring independence.

PUBLICATION No. 217

NORTH CAROLINA

SUGGESTIONS FOR APPLYING THE SOCIAL STUDIES



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA
1939



Bayard Wootten.

HAYES

The former home of Samuel Johnston, Revolutionary leader, Governor, and United States Senator, is located at Edenton. The estate was named after Sir Walter Raleigh's estate, Hayes, in Budleigh Parish, Devonshire, England. The present house was built about 1801 and is regarded by many as the most beautiful colonial home in all the Albemarle. The mansion is on the waterfront, center of an estate of some 15,000 acres. On Hayes plantation was formed St. Paul's Parish, the oldest corporation in North Carolina. In 1701 the corporation erected a small wooden chapel, one of the first churches in North Carolina. In 1736 this parish erected a permanent structure which is still standing, being acclaimed an outstanding piece of ecclesiastical architecture. In St. Paul's graveyard sleep scores of the founders of our commonwealth, including governors Charles Eden and Henderson Walker.

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THE CHARLES BRANTLEY AYCOCK STATUE

The photograph shows a group of pupils from the George Watts elementary school of Durham pausing in the midst of a school journey to the Capital to pay homage to North Carolina's crusader for universal education who championed "the equal right of every child born on earth to have the opportunity to burgeon out all that is within him." The statue of Charles Brantley Aycock, governor, 1901-1905, was a gift to the State made by friends and children enrolled in the public schools. This memorial was unveiled March 13, 1924.

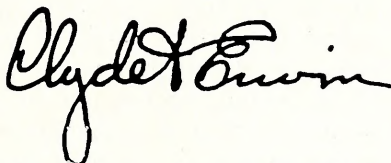
FOREWORD

To promote good citizenship in North Carolina provision has been made for teaching the history of the State in the elementary and secondary schools. Beginning with the fifth grade an effort has been made to provide stimulating materials for all the pupils in our schools. Intelligent citizenship demands that opportunity be given for boys and girls to learn not only the history of the State or what has been done, but that an opportunity be provided also to learn something about the resources of the State, its geography, social and economic conditions, and the significance of these facts.

In 1935 *A Study in Curriculum Problems of the North Carolina Public Schools* was published. In this publication the suggestion was made that "we continue from where we now are; and that, working together, we develop a program of education that meets our needs and commands the respect and support of the citizenship of the State." In furtherance of this idea the present bulletin has been prepared. When properly used it will greatly assist teachers in providing a satisfactory course of study for pupils in their effort to gain a wider knowledge of their State. It will suggest also that proper emphasis be placed upon essential geographic facts and the bearing of such facts upon economic and social conditions as they exist today and as they may exist if North Carolinians take an intelligent interest in the development of their home State.

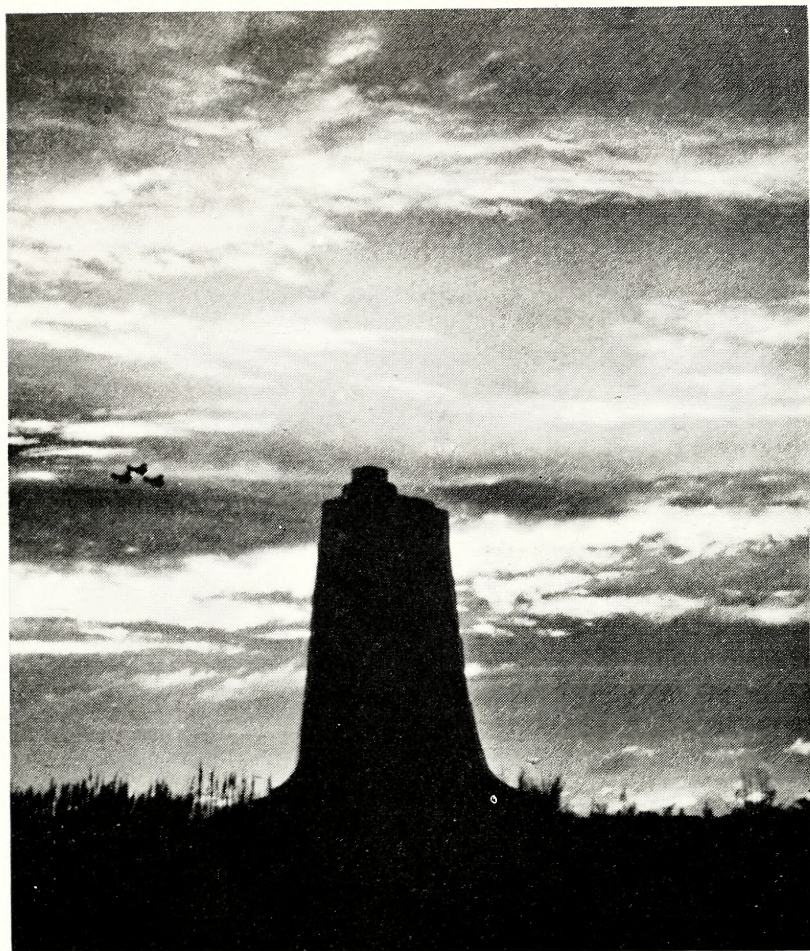
If this bulletin is used properly, it will unquestionably lead to the development of a saner patriotism and a more intelligent citizenship.

The bulletin was prepared by Mr. H. Arnold Perry, Associate in the Division of Instructional Service. Appreciation is expressed to all persons who contributed to the preparation of the bulletin. It is printed by the State Department of Public Instruction and supplied to teachers in the hope that it will stimulate worthy effort in the development of good citizens of North Carolina.

A handwritten signature in dark ink, reading "Clyde E. Ewing". The signature is fluid and cursive, with a large initial "C" and a long, sweeping underline.

State Superintendent of Public Instruction.

August 10, 1939.



THE BIRTHPLACE OF AVIATION

On December 17, 1903, at Kill Devil Hill near Kitty Hawk on the North Carolina Outer Banks Wilbur and Orville Wright made the first successful flight ever accomplished in a power-driven airplane. The site is now marked by the national monument shown above. At night the tower serves as an airway beacon, the light from which reaches out to strike nearby Roanoke Island, scene of the first English attempts to colonize the New World and birthplace of Virginia Dare, first child of English parents born in America.

INTRODUCTION

This bulletin has been prepared to help teachers in the public schools of North Carolina who are seeking new ideas, helpful material, and suggestions as to procedure in teaching the social studies as applied specifically to North Carolina. The suggestions herein are directed mainly to teachers in the elementary schools; high school teachers, however, should find some of the suggestions helpful, especially those relating to materials for teachers and pupils. It is hoped the bulletin will stimulate teachers to learn more about the State in order that they may guide and direct the study of their pupils more intelligently.

All phases of life in North Carolina present a rich field for work in the social studies. For example, our State is rich in history. Here took place the first English attempts at colonizing the New World, and here American patriots first voiced their discontent with the tyranny of foreign rule. Located on our coast is the birthplace of aviation, and throughout the State one may find other places of historic interest and significance. Contemporary North Carolina presents a vortex in the stream of industrial life which attracts new industries in a twentieth century industrial revolution. Here, in fact, is the story of a triumphant democracy wrested from the wilderness and the annals of a people risen in exultation from the ashes of a great civil war. The history of the State presents a picture of an invincible citizenship facing the future steadfast and unafraid. In every period of our history may be found the materials of inspiration for the youth of a great and growing commonwealth. Likewise, here are those materials of the past which make possible a more accurate interpretation of the present.

Ours is a State of almost infinite geographical variety: here the mountains of our West raise their cloudwrapped heads a mile into the sky to present a vista of scenic grandeur, while the broad coastal plains of our East emerge from the waters of a great ocean to bring forth agricultural crops in grand profusion; here the rolling Piedmont with its wealth of water power gives life blood to a hundred different industries. Here within the confines of a single State is a flora ranging in scope from the sub-arctic to the sub-tropical; a fauna so varied, interesting, and abundant as to justify such descriptions as "a hunter's paradise" and "the scientist's treasure box"; a variety of minerals so great as to suggest "nature's sample case." In truth, North Carolina

has been endowed by nature with such an assortment of geographic conditions that the ways of life in many areas of the globe may be studied without journeying beyond the boundaries of the State. Here are suitable materials for the study of agricultural, industrial, and commercial life of many types.

It has been said that in the past North Carolinians have been too busy fighting the forces of nature and chopping a path through the wilderness to develop a culture rich in the fine arts. This is no doubt true to some extent, but much of this belief is due to a failure on the part of the public to be informed about the real contributions North Carolinians have made in the fields of folk songs, folk plays, literature, music and art. The achievements of our people in these fields are worthy and notable even though frequently omitted in our studies and consequently not fully appreciated by our citizenship. Indeed, this is a field too long neglected when such outstanding success has been achieved therein by native sons. The mere mention of the names of O. Henry, John Charles McNeill, Paul Green, Thomas Dixon, Lula Vollmer, Thomas Wolfe, and other North Carolinians who have made notable contributions to the cultural heritage of our nation is enough to emphasize the need for more enlightenment along this line. The public school should definitely accept the responsibility for transmitting our cultural heritage to the youth of North Carolina and should faithfully discharge this obligation.

North Carolina is a land of great personalities. In our struggles to gain a foothold in the wilderness and to set up a government wherein men can enjoy freedom, equality, and justice, great characters have risen up to lead our people onward in a steady cavalcade of progress. In colonial days Richard Caswell led a people intent upon self-government and Daniel Boone blazed a trail through the wilderness beyond the mountains to push our frontier still farther westward. A century and a half ago William R. Davie championed the cause of education and led the people to establish a State university, the oldest in point of service of any in our nation. In the early nineteenth century Archibald Murphey pioneered in the field of public education and internal improvements. In modern times James B. Duke rose to importance as a world figure in industry. The lives of such men present biographies from which may arise some of our most effective citizenship training. Through the stories of our great leaders can come the realization that the character of North Carolina is only the reflection of the character of her citizenship; that we are all in one way or another makers of North Carolina.

Properly guided the study of North Carolina can be made one of the most vital subjects in the curriculum. Let the true story of North Carolina be told! For a State whose pupils are almost without exception native-born and destined largely to spend the balance of their lives in North Carolina, it is doubly appropriate and necessary that every boy and girl "know his home state."



Bayard Wootten.

OLD MARKET HOUSE

An outstanding landmark in North Carolina is the Old Market House at Fayetteville. The building is of unusual architectural design. It was constructed in 1838 and was long used as a market place for everything the people had to sell, including slaves in the days before emancipation. During the War Between the States soldiers of the Blue and Gray fought around this unique building, which is today one of the city's chief historic attractions. At one time Fayetteville was the seat of government for the State, and the charter for the University of North Carolina was granted here in 1789.

CHAPTER I

PRINCIPLES UNDERLYING THE PROGRAM

A. Objectives

Recent trends in the social studies have led toward intensive study of restricted areas as opposed to a more or less abstract treatment of large political divisions. Such a plan enables the pupil to study a given area in greater detail and to obtain a basis of facts for making intelligent deductions and establishing those relationships which constitute the basis of geographic and historic understanding. In keeping with this trend the study of local communities and states has gained more and more importance in the public school curriculum. In North Carolina this movement is particularly noticeable in the study of the history and geography of the State. Teachers are constantly becoming more aware of the possibilities for reaching some of the major goals of education which a study of the history and geography of North Carolina affords.

Frequently teachers have been more concerned about the immediate objectives in the teaching of the social sciences as they are applied to North Carolina than they have been to reach permanent, ultimate goals. The result in many cases has been a distorted emphasis on facts. To know the facts in the study of North Carolina as a State is essential, but if worthwhile, lasting benefits are to accrue to the pupil, it is first necessary that the teacher set up her ultimate aims. Likewise, immediate aims must be outlined. In so far as it is practically possible the pupil should be allowed the privilege of participating democratically in this activity.

What are the objectives in the social studies? For the social studies in general, Publication 189* sets them forth as follows:

1. To bring about an understanding of the present social order in which we live by "interpreting the present in terms of the past".
2. To develop a new philosophy of life through a spirit of tolerance and open-mindedness and a sympathetic understanding of races, movements, and institutions.
3. To develop the habit of basing action upon critical judgment rather than upon fear, force, superstition, tradition, and propaganda.
4. To develop a sense of the continuity and growth of human society.

*State Department of Public Instruction. *A Study in Curriculum Problems of the North Carolina Public Schools*, Raleigh, 1935.

5. To develop familiarity with those techniques of intelligent thinking and scientific investigation which are peculiar to the social studies.
6. To develop a sense of interdependence of life and of the inter-relationship between human life and natural environment.
7. To show that adaptability and the capacity to conform to and to assist in change are requisites for the survival, progress, usefulness and happiness of an individual, a race, a nation, or a civilization.
8. The ultimate objective of instruction in the social studies is the preparation of every individual for the willing discharge of his obligations in society and the maximum enjoyment of rights, privileges, and cultural benefits from worthy participation therein.

As related specifically to North Carolina it might be stated that the purposes to be served by inclusion of State history, geography, and civics in the curriculum are as follows:

1. To acquaint the pupil with the rich heritage of social, economic, and cultural achievements of our citizenship.
2. To help the pupil find his place in the stream of contemporary life in North Carolina.
3. To help the pupil see more clearly the challenging opportunity which lies before him in the form of great possibilities for further progress.
4. To give the pupil a background of experiences in his home State environment which will enable him to interpret present day life in North Carolina, think intelligently about our present-day problems, and enjoy more fully "that which daily lies about him."
5. To develop skill in the use of social science material and to apply that skill to a specific situation closely related to his life.

B. Function of Social Studies

Broadly conceived, it is the function of the social studies as applied to North Carolina to guide the development of the children of the State in social living. Lacking adequate preparation for dealing with the complex problems of civilization as they are encountered in North Carolina today, the pupil can hardly be expected to contribute to the making of a higher social order for tomorrow. Those perplexing problems of contemporary society which are likely to continue as fundamentally important issues in the future development of the State should form the core of the curricular program for the study of the State. Whether these problems are civic, political, economic, or social, it is necessary that the future citizenship be made conscious of them before intelligent action can be taken on them or constructive long term plans be devised and put into effect.

Ranking high in importance among the functions of the social studies is the function of educating youth to cooperate with others. History teaches the interdependence of people in our own

and other times. If this teaching is to have functional value, learning experiences must be provided in the classroom which will necessitate the working together of pupils and demand cooperation in achieving desired ends. Civilization is based on group living. The pupil's success as an individual and as a citizen of the State will largely depend on his ability to get along with other people. As the citizenship of North Carolina becomes more and more interdependent, a better understanding of human relationships becomes more necessary.

A social science understanding of North Carolina should function in the life of the pupil as a skill which will enable him to participate with greater satisfaction and intelligence in a democratic way of life. In the study of North Carolina he should learn of the sources of information bearing on specific State problems, be trained in the investigation of both sides of a controversial question, and be guided in the process of learning to base conclusions on evidence as opposed to emotion and prejudice. This important function of a social science knowledge of the home State should grow out of classroom practice in using native and acquired powers of appraising, criticizing, evaluating, and analyzing.

The study of life in North Carolina should contribute to constructive social action. If directed study of North Carolina does not result in a desire on the part of the pupil to make a helpful contribution to the life of the State, then one of the major goals of the program will not have been reached. It is not enough that pupils should be conscious of State problems—they should be aroused to activity in making North Carolina a better place in which to live.

It is a function of the social sciences as applied to the study of the State to recognize, uphold, and maintain values and standards. Values and standards are the things men live by; they transcend those values of an economic and political nature and act as the motivating force for all human activity. If the standards which the pupil sets up are based on honor and integrity in public affairs, liberty and freedom in speech and action, tolerance in religion, and equality and justice before the law, many of the problems of a more concrete nature will eventually be solved. That teacher who has inculcated into his pupils high ideals of character has made a significant contribution to good government in North Carolina.

C. Accent on Contemporary Life in North Carolina

Consideration of real-life problems of the community and State should be emphasized in the study of North Carolina. An understanding of these problems is highly desirable in training for intelligent participation in the life of the community, State, and nation. Those problems of a more or less permanent nature should receive more attention than transitory problems arising from conditions which are temporary or unusual. The study of North Carolina may very well begin with the current phases of some important problem of contemporary life. What now exists is of much more significance to the pupil in understanding the life and institutions about him than that which preceded present conditions. Comparatively speaking, those events farthest removed from present day North Carolina in time and distance are of least importance in understanding contemporary events in the State. This should not be interpreted to mean that events which took place in North Carolina or elsewhere in the past do not have significance in the understanding of the life and conditions of the present. The point is that there is a law of diminishing returns which operates in favor of emphasis on contemporary life.

For example, an understanding of the development of industry in North Carolina since the War Between the States would depend more upon a knowledge of the State's resources than it would upon a knowledge of the industrial revolution as it progressed in England during the eighteenth century.

North Carolina today is the result of all that has preceded. To understand the life and institutions of the present, a knowledge of current conditions is necessary; with this essential background one may trace the historical development of various aspects of the life of the State.

The use of current events as reported through such media as the radio, press, and motion picture offers a rich and fertile field for the development of interest in the history, geography, and government of the State. The selection, study, and discussion of significant news events can do much to vitalize the social science curriculum and to relate it to the life of the pupil.

D. Developing Fundamental Concepts.

In the study of North Carolina a close correlation of all the work in the various subject matter fields is essential. In schools where the large unit method of instruction is practiced, integration of all activities should be one of the major goals. Some

would even go so far as to disregard subject matter lines altogether and work wholly on the basis of a fused curriculum. Regardless of the methods employed, one must recognize the importance of developing accurate and lasting concepts of the State. In developing such concepts the study of North Carolina may require cutting across conventional subject matter lines and the extension of the scope of the course into all fields of human endeavor. For example, the complete story of North Carolina cannot be obtained from the study of history alone. History as a subject may form the warp in a pattern that is interwoven with a woof of geography, civics, sociology, economics, fine arts, and all other subjects needed to produce an integrated fabric. History may and perhaps should be the thread running through the whole story and form the skeleton on which other complementary, explanatory, and enriching subject matter and activities are supported. History is important in developing the "time sense," but to gain a concept of the real age of certain natural resources of North Carolina it may be necessary to consider the geology of pre-historic times; to understand fully the nature of our various human use regions it may be necessary to consider the geology of North Carolina during the Proterozoic era, when the mountains of the Piedmont probably resembled the present-day Alps.

The important facts about North Carolina should be faithfully presented and the teacher should be alert to see that they are properly assimilated. Organization of all pupil activities around some central theme makes for integration of all knowledge gained and serves as a bulwark of defense against the possible misinterpretation of facts by pupils. The study should be well-rounded and well-balanced, including all the major phases of the State's development. Fundamentals should be stressed; odd bits of information, the bizarre and the sensational, have their place in producing atmosphere and local color, but too much emphasis on the abnormal may cloud the picture in the child's mind to such an extent that he may not see North Carolina as it really is. When information of this type is presented for the purpose of arousing interest and holding attention, the child should be so guided as not to confuse the typical and atypical. For example, there are farms in the State with hundreds of acres under cultivation, farms which employ a number of helpers and the most modern farm machinery. Such a situation, however, is not characteristic of North Carolina. Ours is a State of small farms averaging less than twenty acres per farm under cultivation, the

work being done chiefly by the farmer and his family, using little or no modern farm machinery.

Dr. C. C. Crittenden, secretary of the North Carolina Historical Commission, has the following to say with reference to how North Carolinians have sometimes emphasized the unusual to the exclusion of the typical and fundamental:

"If North Carolinians have failed properly to appreciate their history, they have at the same time showed a keen interest in pseudo-history. They have displayed a peculiar enthusiasm, even for Americans, in claiming 'firsts', 'biggests', and other superlatives—from 'the first declaration of independence from Great Britain' to 'the finest road system in the South' and 'the biggest towel mill in the world'. Some of these claims are technically correct, while others are unsupported by the evidence. Whether substantiated or not, however, they have served to draw entirely too much attention to mere catch phrases and to mere chronological priority, and have tended to obfuscate the true dignity and significance of the State's past. If history has not been entirely kind to North Carolina, the State has chiefly itself to blame."*

The emphasis in teaching a social studies unit on North Carolina should be on integration. The approach to the study may be made through one subject, but this approach should not restrict the study to just one phase of the State's development. The work may be so planned as to enter many areas of living and make possible the fusion of knowledges gained in the study of history, geography, civics, health, art, etc. The teacher should be more desirous of having her pupils gain a few accurate, lasting impressions than in having them amass numerous unrelated facts.

Below are some suggestions as to the fundamental concepts that should be developed. Examples of facts that may be used in establishing each concept are given.

ILLUSTRATIONS OF MAJOR CONCEPTS TO BE DEVELOPED IN THE STUDY OF NORTH CAROLINA

I. North Carolina is a large State.

1. The greatest distance east to west is $503\frac{1}{4}$ air line miles—greater than the distance from Raleigh to New York City.
2. In width the State averages 100 miles, being 188 miles wide at the extreme.
3. The State contains 52,426 square miles, an area greater than the combined areas of New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, Delaware, and Maryland. Of all the states in the Atlantic seaboard only Georgia and Florida have greater areas.

*Crittenden, C. C., editor. *The Historical Records of North Carolina*. Raleigh, The North Carolina Historical Commission, 1938, p. 4.

4. North Carolina is about twice the size of Ireland, three times as large as Switzerland, and four times as large as Holland.

II. North Carolina is a State of interesting contrasts and geographical variety.

1. There are three distinct human use areas: Mountain, Piedmont, and Coastal Plain.
2. The elevations vary from sea level to 6,684 feet atop Mt. Mitchell.
3. The vegetation varies from sub-tropical on Bald Head Island at the mouth of the Cape Fear River to sub-arctic atop the higher mountain peaks in the west.
4. The climate, while generally temperate, varies to such an extent that on a winter's day when students at Elk Park are ice skating, residents of Morehead City may be sun-bathing or swimming in the pool of natural hot water at Fort Macon. While Western North Carolina is blanketed in snow, eastern North Carolina may be enjoying warm sunny weather.

III. North Carolina is rich in natural resources.

1. Temperate climate.
2. Abundant rainfall, advantageously distributed throughout the year.
3. Valuable water power near population centers.
4. Rich soils, topographically and structurally suited to agricultural pursuits.
5. Abundance of forest resources, about 65% protected against fire.
6. A variety of undeveloped mineral resources—the State ranks first in the number of native minerals.
7. Valuable fish and oyster resources.
8. Excellent resort resources.
9. Important wild-life resources.
10. A variety and excellence of natural beauty and scenic attractions.

IV. By comparison with some older countries North Carolina is thinly populated.

1. Population density is 60 per square mile, compared with 193 for France, 346 for Italy, 354 for Germany, and 485 for the United Kingdom.

V. The population of North Carolina is largely native born.

1. North Carolina leads all states in the percent of native born people.
2. The 1930 census showed 99.6% of the population to be native born Americans.

3. There are more people born in North Carolina living outside the State than there are people born outside the State living in North Carolina. Since early days we have been a population-exporting State.
4. For over a century North Carolina has received practically no immigrants from foreign countries.

VI. North Carolina is a growing State.

1. The population has increased from 393,751 in 1790 to 3,170,276 in 1930.
2. Each ten-year census since 1790 has shown an increase, the rate being about 16 per cent for each decennium.

VII. North Carolina is still largely an agricultural State.

1. Among the states North Carolina ranks second in the number of farms.
2. The 1930 census classed 74.45 per cent of the population as rural.

VIII. North Carolina is an important wealth-producing State, but a poor wealth-retaining State.

1. Annual production of wealth is about one and one-half billion dollars, giving the State a rank of about fifteenth among the states.
2. In annual per capita wealth the State usually ranks below fortieth.
3. The State has about two and one-half per cent of the nation's population and yet pays less than one per cent of the Federal income taxes collected from individuals.

IX. The history of North Carolina shows a cultural lag.

1. The State ranks low as a reading State—usually below fortieth.
2. 1,744,860 people in North Carolina are without public library facilities.
3. Annual expenditures per capita for public library service is about six cents, the total number of public library volumes being only 2/10 volume per capita.

X. Social and economic conditions in North Carolina are continually changing.

1. The population is increasing.
2. Industry is gaining a more important part in the life of the State.
3. Isolated areas are being brought into closer contact with the rest of the State through better means of transportation and communication.



PREPARATION FOR EFFECTIVE CITIZENSHIP

To record visually the location of interesting places these fifth grade children have made a pictorial map of the State. In their study of North Carolina they have had both real and vicarious experiences in many areas of living. A felt need on the part of the class has resulted in meaningful, purposeful activities which have afforded the teacher excellent opportunities for guidance in acquiring new skills and in developing desirable habits, attitudes, and appreciations.

CHAPTER II

SUGGESTED CLASSROOM PROCEDURES

A. Stimulating Interest in the Study of North Carolina

Intelligent planning on the part of the teacher will go a long way toward arousing pupil interest in the study of the home State. Teachers who achieve the greatest success in teaching North Carolina are generally avid collectors of North Caroliniana. Attractive display of such pertinent material as is available usually excites sufficient interest to arouse discussion on the part of the class. This affords the alert teacher a valuable opportunity for initiating the work. Among materials which have proved to be helpful in this connection are photographs, maps, newspaper clippings, magazines, books, lantern slides, filmstrips, motion pictures, objects, specimens, and models which have special relation to North Carolina. Frequently teachers or pupils from other classes in the school or adults in the community have travelled extensively in the State or carried on interesting activities dealing with North Carolina and can make valuable contributions to the class by way of materials or lectures.

Once a study of North Carolina is under way, pupils in the class usually are ready to enter into discussions and aid the teacher in collecting material which may become a part of the permanent school collection. Teachers may further motivate pupils by encouraging them to begin a school museum and to hold an annual exhibit for the parents of the community. They could collect for the museum such things as Indian relics, old deeds, letters, newspapers, perhaps costumes which have been preserved by certain families, rare books and pamphlets, household implements of colonial times, and other articles of historical value which may be found in the community. Of course many of these museum pieces may be merely a loan for the purpose of the annual exhibit, but their temporary use should prove helpful and the activity might bring to light some documents of sufficient historical significance to warrant loan or contribution to the State Museum or Historical Commission for permanent preservation.

Correspondence with pupils of schools located in the different regions of the State is an interesting and informative activity that frequently may be extended to other states as a basis for creating wider pupil interest in the geography and history of the

nation. As a motivating force in the study of North Carolina this activity has especially attractive possibilities.

B. Planning the Work—A Cooperative Venture

After pupils are sufficiently oriented in the study, immediate and ultimate objectives should be stated. It is essential that pupils recognize and accept the objectives finally set up if activities in connection with the work are to be purposeful and the pupil is to apply himself diligently to the work at hand. This implies pupil participation in the planning and execution of the activities to be carried on by the class as a whole or by groups selected by the teacher and the class.

The very nature of the subject matter makes the social studies a fertile field in which to use the socialized class period. Teachers should seize the opportunity which such a period presents for development of proper attitudes and habits of living and working together harmoniously.

C. Organization of the Class

Recognition of the fact that all children do not have the same needs, interests, and abilities dictates the organization of the class into groups in order that individual differences may be more effectively provided for. In some cases certain pupils may show aptitudes and inclinations sufficient to warrant individual projects related to life in North Carolina. Just how far this pursuit of individual interests shall be allowed to range, the teacher must decide. The "subject-minded" teacher will perhaps desire to restrict this range in order that all subject matter as logically set forth by subject specialists will be covered; the "activity-minded" teacher will perhaps allow a wider range at the cost of omitting some of the subject matter held to be essential by others. In any event it seems highly desirable that all the children of the class have a common background of information about the State to serve as a basis for discussion and a core around which other related learnings are built up.

One method of class organization followed widely in the State provides a general period in which the class acts as a committee of the whole and a supplementary period in which various groups pursue special interests. Such a plan permits the following of a basic course, such as history, and still permits a close correlation of the work in art, music, geography, civics, etc. In some cases the basic work consumes the entire period by way of study, recitation, and reports. Special groups are assigned work to be done

outside the school or in the library, and their reports are made at the regular class period.

D. Organization of Materials

In practically all schools history forms the basic course around which the complete study of North Carolina revolves. The core materials consist of history texts and general references which are followed according to some plan set up by either a subject specialist or by the teacher and class using this plan as a basis. An excellent organization and outline is provided for North Carolina history in the fifth grade in Publication No. 189, 1935, *A Study in Curriculum Problems*, pp. 209-213. This suggested organization is largely chronological and is built up from seven units. Each unit is designed to develop certain basic concepts and indicates important aspects to be emphasized. A list of suggested activities is given for each unit, the performance of which helps to integrate the work, correlate learning from many fields, and establish associations which encourage retention of facts.

In devising and using an outline such as the one suggested in Publication No. 189, the class should study the basic unit of materials as a whole, but selected groups should carry on the activities suggested and report their doings and findings to the class at large.

When the usual chronological organization found in the various North Carolina history texts is used, the teacher should adapt the material to the special needs and abilities of the class, always encouraging those supplementary activities which enrich the subject content and provide for creative work, individual expression, and fusion of learnings gained from several subject matter fields.

With history serving as the vehicle which carries other subject matter, a class organization which provides opportunities for group work in many phases of the State's development should be encouraged. For example, in addition to regular assignments and research designed to reach the ultimate subject matter goals which all pupils should be directed toward, those children with special interests and abilities may be selected for special activities which fall into a special area. Committees may be selected to trace the development of certain phases indicated by such headings as: Transportation, Communication, Agriculture, Industry, Commerce, Religion, Education, Fine Arts, Health, and Recreation.

It is highly desirable that pupils learn something more than the mere political development of North Carolina. A rudimentary knowledge of some of the problems our people have had to face in the areas suggested above will do much to clarify the political history of our State and call forth an appreciation of the numerous advantages which we now enjoy because of the efforts of those who pioneered in ways of making life fuller.

In the opinion of many educators in the State there is an irreducible minimum of information about the State which pupils of the public schools should acquire. There is considerable disagreement as to what constitutes this minimum, but the suggestions given in Publication 189 are representative and perhaps as good as any yet stated. In schools carrying on the usual activity program it may be necessary to resort to drill to fix this knowledge firmly in the mind of the pupil. However, properly presented, the essentials may be learned with a minimum of drill and such as is needed will be purposeful, effective, and will do nothing to destroy the child's desire for a more complete knowledge of his home State.

Certain teaching materials are almost a *sine qua non* in social science instruction as it pertains to North Carolina. It is essential that schools provide sufficient materials such as books, magazines, pictures, maps, and other visual aids. These materials constitute an integral part of a learning situation. Without them teachers are limited in the scope of their study of the State, and children are seriously handicapped. A wide use of environmental materials should be made, and much of that collected should be prepared for regular use and filed for ready access. Schools enjoying the services of a trained librarian are fortunate in that this person has a wide knowledge of material available and also can offer helpful suggestions to teachers as to the collection, use, and preservation of material that may be used from time to time.

In classrooms where instruction in North Carolina history, geography, etc., is being carried on equipment should be provided for proper storage and display of North Carolina materials. The following suggestions may prove helpful:

1. Reference shelf. On this shelf may be placed a wide assortment of books about North Carolina that are not available in quantity to pupils. Appropriate titles may be chosen from the list given in Chapter V of this bulletin. In addition to school-owned volumes the shelf may contain books borrowed from the local public library, N. C. State Library Commission, or from individuals in the community.

2. A number of North Carolina maps. The Newsome Series of 10 Social Science Maps is unique and extremely valuable in any classroom interested in North Carolina. Additional wall maps and outline maps for pupil use make possible certain map activities which are invaluable in making comparisons and in establishing locations.
3. A cabinet for museum pieces which pupils bring in.
4. A cabinet or file for storing flat materials, such as clippings, photographs, prints, small maps, posters, charts, and other similar teaching materials.
5. A drawer or cabinet for filmstrips, lantern slides, and motion picture film, and suitable projectors for showing projected pictures of North Carolina places or activities.
6. A large bulletin board for the display of timely clippings, pictures, diagrams, charts and other material concerning North Carolina.

E. Suggested Activities

Although the interests, needs, and abilities of the children will be the chief factors in the choice of activities to be carried on in connection with the study, the amount, quality, and variety of materials available will in a large measure determine the scope of the work. Final selection of activities from the total number possible will depend on the nature of the large unit of work undertaken. Activities which are purposeless fail to stimulate children to do their best and contribute little to the development of the unit. Every activity undertaken should be related to the large unit; if an activity has no integral value or possibilities, it should not be undertaken. To merely "carry on" activities is not effective education—the activities must lead up to something worthwhile and serve as laboratory experiments from which data are gathered for use in making final conclusions. The activity is not an end in itself, but a means to growth. What comes out of an activity by way of material produced is not nearly so important as what happens to the boys and girls engaged in the activity.

As an illustration, let us consider the activity of making a pictorial map of North Carolina, an activity carried on by a large number of classes studying North Carolina in recent months. In a teacher-dominated situation in which the teacher is especially skillful in work of this nature, it may be possible to produce a map of technical excellence that would do justice to a professional map-maker. Under such conditions, however, one wonders how much growth takes place in the mental, social, and emotional lives of the pupils. Did they accept responsibilities of a challenging nature? Did they experience the thrill of creating, the joy of

producing something original that expresses their own thinking? Did they have the opportunity of developing habits and skills through the process of "learning by doing"? Did the activity elicit their very best efforts, result in satisfactions, and lead on to wider interests and higher achievements? Frequently a crude product as judged by standards of the adult world may afford more positive answers to the above questions than perfect products which represent chiefly the planning and work of the teacher.

Below is a list of activities which have been carried on by various groups studying North Carolina. Grade-levels have not been suggested as the same activity may be carried on in several grades if the standards of performance and scope of work are set at a point within the range of the interests and abilities of the class. The list is merely suggestive and will serve only to stimulate the adroit and resourceful teacher.

Reading for information about the State.

Study of maps, charts, pictographs, diagrams, and tables that give data about North Carolina.

Study of pictures, posters, and realia for both information and enjoyment.

Writing reports on various North Carolina topics.

Writing letters to chambers of commerce, State departments, celebrities, children of other schools in North Carolina for information and material. (Only one letter should be sent by each class, otherwise such an activity may become a nuisance to busy people.)

Writing poems and acrostics about North Carolina.

Writing plays about North Carolina.

Writing biographies of important North Carolinians.

Listening to lectures, radio programs, and concerts that deal with North Carolina.

Participating as contributing producer or listener in class discussion, debates, and plays about North Carolina.

Giving oral reports on individual or group projects.

Reporting specific information to the class.

Singing North Carolina songs.

Constructing charts, diagrams, and pictographs to present graphically data about the State.

Making North Carolina maps—physical, political, regional, historical, pictorial, productorial.

Painting friezes and murals depicting representative activities and places in North Carolina.

Making plaques emblematic of North Carolina.

Originating designs with a North Carolina motif for decorating cloth, draperies, pottery, book covers, rugs, furniture, etc.

Preparing Junior Red Cross albums of North Carolina pictures and stories for exchange with classes in Canada, England, or other countries.

Construction of models of homes—pioneer, colonial, and modern.

Preparing dioramas showing such North Carolina scenes as:

- | | |
|--------------------|---------------------|
| (a) a pioneer home | (b) growing tobacco |
| (c) picking cotton | (d) lumbering |

Collecting pictures of North Carolina places, activities, and famous people.

Making photographs of North Carolina places and events.

Making class and individual booklets describing North Carolina.

Making pottery from North Carolina clay.

Exchanging exhibits with schools located in different geographic regions of the State.

Making school journeys to places of historic, geographic, or economic significance.

F. Evaluating the Work

A periodic appraisal should be made of the activities being carried on, and teachers should constantly evaluate the worth of what is taking place in the study. If a check reveals the fact that certain desired goals may not be reached in the study as it is organized, revisions should be made in the light of developments. Frequently teachers, especially those whose pupils are carrying on a wide variety of activities, assume that the program is carrying over. This is too serious a matter to appraise without some sort of effective check. The use of skillfully designed objective tests is recommended, although one must at the start acknowledge their limitations. Teachers with a well-developed, broad philosophy concerning the education of pupils in relation to their home State and local environment will not set up objective tests which restrict the program, but will use them to discover fundamental weaknesses in the basic subject matter curriculum because of its intimate relationship to the total curriculum which leads toward objectives of a more or less intangible nature. For example, the ability to distinguish between fact and propaganda is a much higher goal than the accumulation of facts alone, but a knowledge of some basic facts is necessary before discrimination between fact and propaganda can be made.

Among the objective tests are the true-false, completion, single-answer, matching, and multiple choice tests. These may be used to a good advantage in checking the pupils' knowledge of North Carolina. Examples given below suggest suitable forms for the various types of tests. More complete information con-

cerning their construction, administration, and use may be found in Webb and Shotwell's *Testing in the Elementary School*.*

True—False

DIRECTIONS: Write *T* to the left of the number if the sentence is true.

Write *F* to the left of the number if the sentence is false.

1. The coast of North Carolina affords many good harbors for large ships.
2. The tidewater region is noted for its large number of industrial plants.
3. The highest mountain in the United States is located in western North Carolina.
4. The western coastal plain region is one of the best tobacco growing regions in the world.
5. Peaches are grown extensively in the Sandhills area.
6. A large part of North Carolina may be described as a desert area due to the scant rainfall.
7. At some places along the coast of North Carolina the Gulf Stream is less than fifty miles off shore.
8. The chief industrial section of North Carolina is the Piedmont.
9. The average annual rainfall in North Carolina is about 50 inches.
10. North Carolina is chiefly an industrial State.

Completion

DIRECTIONS: In each sentence fill in the blank with a word that makes the sentence true.

1. The first English attempt to plant a colony in the new world took place on Island.
2. The name of the first child born of English parents in America is
3. The first area in North Carolina to be permanently settled was that along Sound.
4. Cross Creek, or Fayetteville, was first settled by people from
5. The oldest town in North Carolina is
6. Orton plantation is on the banks of the River.
7. Swiss refugees under the leadership of Baron de Graffenried settled the town of
8. Wachovia is the name of the settlement made by the in what is now Forsyth County.
9. The Regulators took up arms because of unfair
10. The battle in which the North Carolina patriots defeated the Loyalists on February 12, 1776 is called the Battle of

Matching

DIRECTIONS: Before each name in Column I place the number of the item in Column II which best describes the name.

Column I

Column II

.....Sir Walter Raleigh

(1) was a pirate who terrorized the Carolina coast.

*Webb, L. W., and Shotwell, A. M. *Testing in the Elementary School*. New York. Farrar and Rinehart, Inc. 1939. \$2.75.

- | | |
|---------------------------|---|
|Zebulon B. Vance | (2) was a friendly Indian who greatly aided Raleigh's colonists. |
|Richard Caswell | (3) governor of the colony that was "lost." |
|Blackbeard | (4) surveyor-general who wrote the famous <i>History of North Carolina</i> , originally published in 1709. |
|Calvin H. Wiley | (5) born in Raleigh and later became president of the United States. |
|William Tryon | (6) Sent colonists to Roanoke Island in 1587. |
|William Drummond | (7) was a famous soldier in the French and Indian war. |
|John Lawson | (8) elected first governor of North Carolina independent of Great Britain. |
|William Gaston | (9) was governor of North Carolina during a part of the Civil War. |
|William R. Davie | (10) wrote "The Old North State," our State song. |
|John White | (11) first president of the Woman's College of the University of North Carolina. |
|Andrew Johnson | (12) a leader in the tobacco and power industries and chief benefactor of Duke University. |
|Manteo | (13) was elected first State Superintendent of Common Schools. |
|Dorothea L. Dix | (14) is known as the "father of the University of North Carolina." |
|Archibald D. Murphey | (15) led the movement to establish a State hospital for the insane. |
|Charles D. McIver | (16) is often called the "Father of the Common Schools." |
|James B. Duke | (17) governor of North Carolina (1841-1845), most prominent leader in the building of railroads in the State. |
|John M. Morehead | (18) led the movement of pioneers from North Carolina into Kentucky. |
|Daniel Boone | (19) was North Carolina's World War governor. |
|Hugh Waddell | (20) most famous of the North Carolina short story writers. |
| | (21) selected by the Lords Proprietors as first governor of Carolina. |
| | (22) royal governor of North Carolina during the Regulator Movement. |

Multiple Choice

DIRECTIONS: *Underscore the answer which makes the sentence true.*

- The present constitution of North Carolina was adopted in
1776 1868 1917 1898
- The Governor of North Carolina is selected by
the Council of State the Legislature
a vote of the people the Supreme Court
- The Governor's term of office is
1 year 2 years 4 years 5 years

4. The Council of State includes the Governor, Lieutenant Governor, Secretary of State, Treasurer, Superintendent of Public Instruction and the Commissioner of Revenue

the Speaker of the House of Representatives

the Commissioner of Public Welfare

the State Auditor
5. Including the Chief Justice, the number of justices on the State Supreme Court is

59715
6. The total number of representatives from North Carolina in both houses of Congress is

1113917
7. The governor of North Carolina does not have the power to

veto laws

call out the militia

pardon criminals

transact official business with another state
8. Excluding gasoline and other sales taxes, the State's chief source of revenue is

the income tax

the license tax

the poll tax

the inheritance tax
9. Members of the county board of commissioners are selected by

the Governor

a vote of the people

the Legislature

the Local Government Commission
10. The State provides financial support for the current expense of the public schools of the State for a period of

8 months

4 months

6 months

9 months

Single-answer

DIRECTIONS: On the blank line following each of the names of cities below write the name of the county in which it is located.

1. Wilmington.....

2. Asheville.....

3. Durham.....

4. Charlotte.....

5. Henderson.....
6. Boone.....

7. Elizabeth City.....

8. Murphy.....

9. Raleigh.....

10. Pinehurst.....

In addition to the new-type objective tests teachers should occasionally employ the old-type essay test because it allows pupils to express in their own language their opinions about various phases of the State's development. This type of test also affords a measure of the pupils' ability to organize and interpret facts and other data. Due to the wide variability of certain subjective elements in scoring the essay type of tests teachers should not appraise the work of the class wholly by this device.

The construction of tests to measure some of the larger goals which may have been set up in the study of the State is very difficult. Complete appraisal cannot be made with any degree of accuracy by any one type of test mentioned above. Such desirable outcomes as constructive attitudes, appreciation of the history and natural beauty of the State, habits of basing conclusions on

reliable evidence, development of discriminatory powers, skill in obtaining facts, drawing conclusions, and applying facts can hardly be measured objectively. In appraising the value of these desirable outcomes the teacher should base her evaluation largely on the subjective elements in the situation which may be discerned through careful observation.

In the final analysis the success of the teacher is shown chiefly in the extent to which the attitudes and skills developed in class are applied to the problems of daily living in North Carolina.



HOME MORAVIAN CHURCH, WINSTON-SALEM

The Moravians came to North Carolina from Pennsylvania in 1753, settling on a tract of 100,000 acres in the Piedmont. The village of Salem was begun in 1766. Among the first buildings was a Congregation House, which served as church, school, pastor's residence, and for other purposes. In 1800 the Home Church was erected and continues to be in constant use, preserving many ancient customs and continuing a number of traditional services. One of the most impressive of these is the Early Easter Service, which annually attracts thousands of worshippers. The service begins in front of the Home Church before dawn on Easter Day and is concluded as the sun rises on the historic graveyard to the north of the church. The service has been held in Winston-Salem since 1773.

CHAPTER III

TENTATIVE SUGGESTIONS REGARDING THE SCOPE AND SEQUENCE OF THE PROGRAM

A. Scope of the Program

In keeping with the objectives set up in Chapter I of this bulletin, it is suggested that the total scope of the instructional program as it relates to the teaching of the social sciences as applied to North Carolina should consider all the fundamental areas of living in this State. In some schools the social science work regarding North Carolina has been too limited in scope to give the pupil a broad concept of the development of the State. This is due in part to the fact that instructional courses have usually been labeled "North Carolina History." This term is in many respects a misnomer, as the objectives to be considered in this field presuppose instruction in geography, civics, economics, sociology, government or politics, philosophy, fine arts, and other subject fields as well as in the field of history. In the elementary grades much of the work in some of the fields mentioned above will have to be largely incidental, and at the high school level few schools are large enough to offer special subject courses relating to North Carolina. Therefore, it seems necessary to offer a fused curriculum if the pupil is to receive instruction in all the phases of life in the State. Accomplishment of the desired goals calls for closely correlated work in the subject fields and adequately integrated activities.

It is difficult to outline work for any grade or for any specific school due to the difference in philosophy and objectives among the various school units. In several states the courses of study have been stated in broad general terms, and the individual schools have been left free to work out the details of their own programs. Such a core curriculum leaves the teacher free to develop her own ideas and to enrich the program by bringing in all of the activities which the interests and needs of the class show to be desirable. Such an organization presupposes a teacher trained in modern and progressive methods of curriculum construction and in the use of techniques and procedures which will insure effective functioning of the program.

This bulletin assumes that not all teachers will approach the study of North Carolina in the same way. In certain schools a

core curriculum will suffice. In certain other schools a logical or chronological organization of subject matter, given somewhat in detail, will be required. It is not the purpose of this bulletin to suggest doing away with any tried and true methods of instruction nor to advocate any one particular method to the exclusion of all other methods. The suggestions regarding the scope of the program as given below are stated in very broad terms in the hope that teachers will be stimulated to do curriculum work in this field and to design courses of instruction peculiarly adapted to the needs of the particular boys and girls in their classes.

Modern curricular practices have turned largely toward a core curriculum which includes the study of fundamental problems in many areas of living. The outline given below is characteristic of courses of study of this type.

SUGGESTED SCOPE AND SEQUENCE OF THE SOCIAL STUDIES AS APPLIED TO NORTH CAROLINA

NINE AREAS OF LIVING TO BE CONSIDERED IN THE PROGRAM
WITH SUGGESTIONS CONCERNING CERTAIN PHASES TO BE
DEVELOPED AT VARIOUS GRADE LEVELS

GRADES 1-4

Center of Interest: Life in the Immediate Neighborhood: Home, School, and Community. The Community as a Part of the State.

1. Making Adjustments to Natural Environment

How natural environment has influenced the people of the community in providing food, clothing, and shelter.

Community transportation: provisions for and types of travel by land, water, and air.

Adjustment to seasonal changes.

2. Making a Living

Ways of making a living in the community: farming, manufacturing, mining, fishing, lumbering, etc.

Community friends and helpers: farmer, laborer, carpenter, mason, doctor, lawyer, minister, postman, policeman.

3. Making a Home

Kinds of houses found in the neighborhood.

Family relationships.

Activities in the home.

4. Providing for Group Living

Setting up standards of behavior for the class.

Beautifying the classroom.

Protecting school and other public property.

Understanding the work carried on in public buildings:
post office, courthouse, city hall, library, bank.

Cooperation for community improvement: public welfare
work, community chest, fire prevention week.

5. Protecting Life and Health

Safety in the home, school and community: school patrol,
crossing streets safely, playing safely.

Community agencies for protection of life and health:
police, fire department, hospital, sanitary departments.

6. Developing a Spiritual Life

Religious life in the community.

Worship in the school, home, and church.

7. Expressing Aesthetic Impulses

Making the home, school, and community beautiful.

Creating beauty in art, literature, and music.

Appreciation of art, literature, and music.

8. Providing for Education

The school, church, and home.

Learning from books, magazines, newspapers, radio, and
motion pictures.

9. Providing for Recreation

Community facilities: parks, playgrounds, theatres.

Participation in games, parties, picnics, reading, singing.

GRADES 5-7

Center of Interest: Life in an Expanding Environment: County,
Region, and State.

1. Making Adjustments to Natural Environment

Geographical implications of the State: size, location,
topography, climate, elevations, bodies of water, etc.

The geologic making of North Carolina.

North Carolina as the white man found it.

Geographic influences in the settlement of the State.

Definition of the three major geographic divisions of the
State.

How the people of North Carolina have made use of their
natural environment in providing food, shelter, and
clothing.

Natural resources of the State.

Early explorations.

Inventors and inventions.

Evolution of transportation and communication.

Community and State agencies for the protection and im-
provement of natural resources.

Services of banks and other depository institutions.

Maintenance and preservation of records.

Improvements in our agricultural system.
The frontier as an influence in North Carolina history.
The development of business and industry.

2. Making a Living

Production and marketing of commodities in North Carolina.

Interdependence of people in the State in making a living.
How people in the various human use regions of the State obtained a living in times past.

How physical characteristics and natural resources contribute to the making of a living in contemporary North Carolina.

Acquaintance with different vocations in North Carolina.

Technological development as a factor influencing living conditions.

Government regulations affecting labor.

Mediums of exchange in our own and other times. (The Bechtler coin, State script, Confederate bills, etc.)

3. Making a Home

Houses in the State now and in previous times.

Changes in family life.

Customs and manners in the home at different periods in our history.

How houses in the State may be made more attractive and convenient.

Difficulties encountered by the pioneers in homemaking.

4. Providing for Group Living

How State government is financed.

Organization of State government.

Great leaders in the social, political, and economic development of North Carolina.

Prevention of crime.

Institutions for the handicapped.

The conduct of elections.

Privileges and responsibilities of citizenship in the State.

Protection of civic rights and privileges through law and the courts.

The conflicts of East and West, past and present.

Governmental agencies and services.

North Carolina in national affairs.

Organization and function of political parties in the State.

The adjustment of race relations.

5. Protecting Life and Health

State agencies for the protection of life and health.

The prevention and control of communicable diseases.

Protection of the consumer from adulterated and harmful products.

State institutions for the protection and improvement of mental, emotional, and social health.
Eradication of pests and disease-carrying insects.
Provisions for highway safety.
Hospital services.
State Board of Charities and Welfare.
Social Security..

6. Developing a Spiritual Life

Organizations for developing the spiritual and emotional life of the State.
Importance of the church in our early history.
Importance of the church in contemporary North Carolina life.
Religious tolerance in the State.

7. Expressing Aesthetic Impulses

Appreciating the natural beauty of North Carolina.
Architectural design in North Carolina: examples of good architecture in the State.
Great artists, musicians, and writers of North Carolina.
The collection and preservation of art treasures.
Improvement of the cultural life of our people.

8. Providing for Education

Public schools—past and present.
Development of education in North Carolina.
Great educational leaders in North Carolina.
Provisions for educating the atypical: deaf, blind, crippled, mentally deficient.
Provisions for higher education.
Provisions for public libraries.

9. Providing for Recreation

Recreation in our own and other times.
National parks and forests in North Carolina.
State parks and other recreational areas.
Resort resources in the State.
State control of amusement concerns.
Community and State responsibility for wholesome recreation and suitable recreation facilities.
Exploitation of natural resort resources.
Commercialized forms of recreation.

B. Suggestions for Various Grades

GRADES 1-4

In these grades the study of North Carolina may be largely incidental, leaving specific treatment of the State as a political subdivision to be initiated in the fifth grade. Instruction in these grades should result in pre-social science learning which will

orient the pupil for the expanded curriculum of the upper grammar grades. The work should be so directed as to insure the child's learning much about his immediate environment. In the fourth grade excellent opportunities for the beginning of comparative geography are afforded by the geography course which treats the Nile, Congo, the Tigris-Euphrates regions. Comparisons of life in these regions with life in the child's community brings out contrasts and similarities that intensify concepts and establish associations which encourage the acquisition and retention of essential social science knowledge. Old-time stories and accounts of description and travel in the State should supplement the study. Among the learnings which children should gain in these grades are the following:

1. Recognition of North Carolina as a political subdivision of the nation.
2. Realization of nativity or residence in North Carolina.
3. Recognition of the map of North Carolina.
4. Stories of North Carolina and happenings in the State long ago. (Indian units in the lower grades furnish an excellent background for this. For a list of suggested readings see Rue: *Subject Index to Readers*. American Library Association. 1938. pp. 88-90.)
5. Appreciation of old landmarks, courthouses, churches, cemeteries, boat landings, forts, settlements, roads, museums, monuments, holidays, and special occasions.
6. Relation of North Carolina and North Carolinians to other places and people.
7. Recognition of racial contributions to the development of the State.
8. A consciousness of the present as an outgrowth of the past.
9. Recognition of changing conditions in the State.
10. North Carolina flag, seal, historical markers, and other symbols.
11. North Carolina songs.

References:

- For the pupil—Allen. *North Carolina History Stories*. Johnson.
McCorkle. *Old-time Stories of the Old North State*. Heath.
For the teacher—See Chapter V of this bulletin.

GRADE V

The major emphasis on the study of North Carolina should be in this grade. The fifth grade curriculum includes the study of American history and the geography of the United States, inclusions which make a special study of the State at this point appropriate, desirable, and economical. For suggestions con-

cerning the organization of the course see Publication 189,* pp. 209-213. It will be observed that the approach in this grade is chiefly historical in nature and is so extensive as to require a minimum of at least one-half year of study. The suggested unit is composed of seven centers of interest and may be developed concurrently with the development of units in American history. Allowing a month for orientation and geographic backgrounds, a full month may be devoted to each of the seven units if the full year plan is followed.

Geographical features have played an important part in the history of North Carolina and should therefore receive considerable attention in the fifth grade, not only because of the study of North Carolina but also because of the history and geography of the United States which come at this point. The following outline will supplement suggestions in Publication 189 and suggest geographical implications that should be understood.

GEOGRAPHIC INFLUENCES IN THE HISTORY OF NORTH CAROLINA

I. Settlement

1. Causes of failure of first attempts at settlement:
 - a. Dangerous coast—outer banks with absence of suitable permanent inlets.
 - b. Lack of seaport.
 - c. Dry sand and wet swamps unsuitable for extensive farming.
2. First permanent settlers arrived overland from neighboring colonies—West Coastal Plain a natural highway south from Pennsylvania and Virginia and north from South Carolina.
3. Coastal Plain—similar to lowlands of Scotland—attracted Scotch settlers.
4. Piedmont—similar to North Germany—attracted German settlers.
5. Desire for better lands on the frontier attracted settlers from various social groups in the East and hastened amalgamation in the West.

II. Thought and Customs Moulded by Geography

1. Coastal Plain suitable for large farms—feudal system applicable.
2. Piedmont and West adapted to small farms and more diversified agricultural pursuits.

III. Geographic Influences During the Revolution

1. Inaccessibility by sea kept out the British.

*State Department of Public Instruction. *A Study in Curriculum Problems of the North Carolina Public Schools*. Raleigh, 1935.

2. Sparse population did not encourage cooperation—gave rise to the Regulator Movement.
3. Isolation prompted independence.
4. Troop movements largely confined to natural highways.

IV. From the Revolution to the Civil War

1. In agricultural interests the Coastal Plain opposed the Piedmont.
2. Invention of cotton gin and rise of large plantations and large fortunes in the East.
3. Exhaustion of land in East and exodus of farmers to fresh lands to the West.

V. The Civil War Period

1. Industrial and commercial activity a minor phase of the economic life of the State at this time.
2. Agricultural interests paramount; over 160 million dollar investment in slaves.
3. Agricultural system based on production of crops by slave labor.

VI. Reconstruction Period

1. Resources undeveloped due to lack of funds resulting from collapse of Confederate financial structure.
2. Economic system upset through loss of money, property, and slaves.
3. Human resources diminished by war casualties.

VII. Modern North Carolina a Result of Effective Use of Natural and Human Resources

1. Collapse of agricultural system through abolition of slavery—necessity for new ways of using resources.
2. Introduction of manufacturing about 1880.
3. Plentiful labor from farms.
4. Development of water power resources encourages industry.
5. Development of furniture industry provides market for lumber and labor.
6. Tobacco and cotton industries thrive on adaptable labor and proximity to sources of raw materials.
7. Decentralization of power resources and human resources offer unique opportunity to industries.
8. Contemporary problems largely occasioned by attempts to make better adaptations to a variety of environmental influences.
9. Effective use of the wide range of natural resources—possibilities for further development as a “balanced state.”

References:

State-adopted free basal texts and material selected from Chapter V of this bulletin.

GRADE VI

For a number of years the major course in the history of North Carolina was placed in the sixth grade. In preparing the 1935 Study in Curriculum Problems (Publication 189) the committee on the social studies examined the total program for the sixth grade and came to the conclusion that the curriculum at this level was too crowded to permit a full treatment of North Carolina history and recommended a change to the fifth grade.* Many schools have already made this change, and others contemplate making it as soon as they are able to provide sufficient material suitable for fifth grade children. A change to the fifth grade, however, does not mean that the study of North Carolina is to be neglected in the sixth grade. With the historical background established in the fifth grade children should be ready to extend the scope of their study of the State and develop more fully certain phases touched lightly in earlier years.

The total sixth grade social studies program is concerned chiefly with Europe. Free basal texts are supplied for European geography and European history. It seems appropriate, therefore, to consider European contributions to North Carolina life in this grade. Particular emphasis should be placed on cultural developments—how the government, thought and customs of the people have been affected by European beginnings and the way North Carolinians have adapted European ideas and developed new ideas for changed conditions in a new world. Development of the North Carolina phase of this social science course might take place concurrently with the development of units of study treating European history and geography. A suitable plan, however, is the development of a separate unit on North Carolina after the class has had experiences in centers of interest directly concerned with European problems. Considerations at such a point allows development of European backgrounds and also furnishes an excellent means of relating that background to the immediate life of the child. To establish this relation and to touch on some of the cultural phases usually slighted, a unit of study covering a period of approximately two months seems necessary. Due to the fact that sixth grade teachers in the past have been charged with the responsibility of teaching the complete history of the State, little time has been available for experimental work along this specific line. The State Department of Public Instruction recognizes the need for experimental work

*See Publication 189, pp. 209-213.

in this field and will welcome the opportunity to cooperate with any one interested in developing illustrative teaching units of this nature.

The following brief suggestions may call to mind some of the possibilities afforded in the total sixth grade social studies program in relation to the study of North Carolina.

OLD WORLD CONTRIBUTIONS TO LIFE IN NORTH CAROLINA

I. Farming

1. Seeds and plants from the old world.
2. Domesticated animals introduced into North Carolina.
3. Methods of farming.
4. Indian contributions to European civilization.

II. Industries

1. Arts and handicrafts in the early homes.
2. Later development of the factory system.
3. Early importation of manufactured goods. The effect of the trade laws and navigation acts.
4. The European guild system and the adaptation to conditions in North Carolina.

III. Trade and Commerce

1. Monetary system: English and Spanish coin and notes—introduction of the decimal dollar system.
2. Business practices: Rise of the capitalistic system.

IV. Transportation

1. Road building—influence of Rome, England, and other countries on roads.
2. Horses and vehicles—importations and necessary adaptations.
3. Boats.
4. Canals.

V. Home Life

1. Customs and habits—differences among English, Scotch, and German settlers in North Carolina.
2. Housing and types of houses—effect of pre-conceived notions of nationalities.

VI. Government

1. English governmental practices.
2. Experiments and adaptations in colonial North Carolina: self government, representation, democracy.
3. Monumental importance of American contributions.

VII. Laws

1. Hebrew contributions—the Ten Commandments.
2. Roman contributions.
3. English contributions.

VIII. Protection of Life and Health

1. European knowledge of medicine and lack of science in early practice.
2. European weapons.
3. Old world systems of forts.
4. Failure of open-field methods of warfare; necessity for adopting Indian tactics.
5. Development of pioneering.

IX. Religion

1. Contribution of the Hebrews.
2. The Christian religion and the European reformation.
3. Sects and denominations of European origin.

X. Literature and Music

1. English literature predominant.
2. Effect on thought, attitudes and habits of early North Carolinians.
3. European songs.
4. Development of American folk songs and plays.

XI. Architecture

1. Greek and Roman influences.
2. Gothic influences.
3. Development of American style.

XII. Education

1. Connection between school and church.
2. Classical curriculum from 17th century England.
3. Education in the home and by private tutors.
4. Development of a system of free schools.

XIII. Recreation

1. Games, dances, parties.
2. American innovations—husking and quilting bees.

XIV. Population

1. Race elements in North Carolina's population.
2. Places of settlement of various nationalities.
3. Characteristics of English, Scotch, Scotch-Irish, German, Swiss, French, and Negro settlers.
4. Characteristics still dominant in North Carolinians.

References:

For the pupil: One of the free basal history texts for sixth grade, Smith's *Our Beginnings in Europe and America*, presents material suitable for correlation with a study of Old World contributions to North Carolina. Among other titles helpful in the total sixth grade program are:

- Andrews. *Ten Boys Who Lived on the Road from Long Ago to Now*. Ginn.
Bachman. *Great Inventors and Their Inventions*. American.
Bonser. *How the Early Hebrews Lived and Learned*. Macmillan.
Chapman. *Stories of Our European Forefathers*. Houghton.

- Coffman. *New World Settlement*. F. A. Owen.
 Coulcomb. *What Europe Gave to America*. Scribners.
 Dearborn. *How the Indians Lived*. Ginn.
 Deming. *Indian Life*. Laidlaw.
 Hall. *Our Ancestors in Europe*. Silver.
 Kelty. *The Old World Beginnings of America*. Ginn.
 Riis. *Making of an American*. Macmillan.
 Wells. *How the Present Came from the Past*. Macmillan.
 Woodburn & Moran. *Finders and Founders of the New World*. Longmans.

For the teacher: See Chapter V of this bulletin.

GRADE VII

The seventh grade study of North Carolina should emphasize the geography of the State. Basal material is provided in the supplement to *Southern Lands*, the State-adopted geography for the seventh grade. In developing instructional units, however, it is suggested that provision be made for a brief review of the history of the State. Such a review may be developed as a center of interest in the study of American History which takes place in this grade. This procedure makes possible the completion of a two-cycle plan for the study of North Carolina similar to the two-cycle plan for American history in the elementary school.

Throughout the major courses in history and geography in this grade teachers should seek to establish relationships between North Carolina and other places studied. Similar geographic conditions and similar movements in history should be recognized and interpreted; contrasts should be revealed and implications explained.

Special attention should be given to North Carolina's part in the development of the United States.

A statement of desirable outcomes will serve as an indication of the lines along which the study should be developed.

I. Major Understandings

1. An understanding of how natural environment has influenced the settlement of the State and determined ways of making a living.
2. An understanding of the basic factors in living in each of the human use regions of North Carolina: Tidewater, Western Coastal Plain, Piedmont, and Carolina Highlands.
3. A concept of North Carolina as a State of economic and geographic contrasts which make for diversifications of occupations and a balanced economy.
4. An understanding of geographic factors which make North Carolina a State of small towns and decentralized industry.

5. An understanding of the influence of cultural elements in the development of the State.

II. Abilities and Skills

1. To read and interpret maps of North Carolina showing such features as topography, political subdivisions, rainfall, temperatures, products, populations, manufacturing, and other information which can be shown symbolically.
2. To locate the physiographic regions on an uncaptioned map.
3. To locate centers of industry, education, agriculture, and places of scenic and historic interest.
4. To locate national and State parks.
5. To locate arterial routes of the railways, highways, airways, and waterways of the State.
6. To locate the State institutions of charity, correction, and higher learning.
7. To trace briefly the development of industry and agriculture in the State.
8. To describe briefly the natural resources of the State.
9. To describe the organization and function of contemporary government.

III. Appreciations and Attitudes

1. Appreciation of the cultural heritage of the State.
2. Appreciation of natural resources and scenic beauty.
3. Realization that every North Carolinian has a part in the development of the State.

References:

See Chapter V of this bulletin.

HIGH SCHOOL

The study of North Carolina at the secondary level will occur most generally in connection with other courses. Taking into account the pupils' maturity and more adequate background of academic achievement, treatment of North Carolina should consider some of the more intricate State problems. Several of the usual high school courses offer a good opportunity for inclusion of the study of North Carolina. In the eighth grade, for example, the course in citizenship may include a study of State government and contemporary social and economic problems. In the tenth grade when geography is offered as a regular course much valuable material about North Carolina may be correlated with the regular work, and general geographic principles may be illustrated with specific examples in North Carolina. In the tenth grade an opportunity for correlation is also found in connection with the course in American history. In the eleventh grade

course in Economics pupils should devote some time to a study of the economic problems of the State.

In high schools with six or more regular teachers of academic subjects a regular credit course may be offered, preferably in the eleventh or twelfth grade. A regular course at this level permits the use of considerable material on the adult level and offers an excellent opportunity for an intensive study of human and natural resources of the State and its economic and social development. The accent should be on contemporary problems and should help acquaint the pupil with the organization and function of State government.





Bayard Wootten.

ORTON

The most attractive of all the old colonial estates on the Cape Fear is Orton Plantation, originally the home of "King" Roger Moore. The estate consists of more than 10,000 acres lying along the southwest border of the Lower Cape Fear about midway between Wilmington and the Atlantic Ocean. Situated in Brunswick County, the center of the estate is about two miles from the site of the old town of Brunswick.

The house, or Hall, was built in 1725 and for over two centuries has withstood the vicissitudes of a changing social and economic order and the continual assault of the elements. Today the mansion stands in stately grandeur amid moss-draped live oaks atop a bluff overlooking the Cape Fear and is regarded by competent critics as one of the finest examples of colonial architecture extant.

About a mile to the south lie remnants of the ruins of Governor Tryon's Russellborough residence, where in February, 1766, occurred the first open resistance to the British Stamp Act when a group of armed men surrounded the palace and demanded the surrender of the custodian of the stamps.

The ruins of St. Philip Church, built about 1740, are located on Orton Plantation. Although the roof and floor have succumbed to the ravages of the weather, the solid masonry walls, nearly three feet thick, stand almost intact.

CHAPTER IV

ILLUSTRATIVE UNITS OF WORK

The selection of units actually worked out in class to illustrate the principles and suggested practices set forth in this bulletin has been difficult. The three accounts presented here are typical of what is done in many schools in which children's interests have been considered and subject matter and experiences have been organized into large units. Further development and refinement of the activity process and a more effective application of it to the study of North Carolina will depend on professional growth of teachers and scientific experimentation in curriculum construction and teaching procedures.

NORTH CAROLINA—IN THE PAST AND TODAY*

I. How the Unit Originated

All the work that we have done in our fifth grade this year has been centered around the study of the development of the United States. Into this study we have introduced the following large activities: New York City; The Far West; The History of Machines; The South from the Civil War to the Present; The City of Greensboro; and North Carolina. It was from the study of the city of Greensboro that the children expressed a desire to know more about the State in which we live.

II. Preparation Made by the Teacher

My residence in Charlotte, Forest City, Henrietta, Mars Hill, Asheville, Goldsboro, Raleigh, and Greensboro has enabled me to become acquainted with various sections of North Carolina. During the past few years I have made a number of visits to places of interest throughout the State. Among these were a camping trip to Piedmont Springs, a trip through the Great Smoky Mountains National Park and the Cherokee Indian Reservation, and visits to Fort Caswell, Duke University, Chapel Hill, Winston-Salem, and Alamance Battleground.

The courses in Nature Study, Plant Ecology, Local Flora, Botany, and Ornithology which I took at the Woman's College of the University of North Carolina gave me a widened knowledge of the natural environment of the State. A course in Geology from Columbia University last summer gave me a background and an interest in the study of the minerals and rocks in our State. A visit to the Museum of Natural History in New York

*Unit developed in the fifth grade, Aycock School, Greensboro, Margaret Y. Wall, teacher. Spring, 1939.

last summer caused me to realize the important place which North Carolina holds in the variety of minerals found here.

While attending the State Teachers Meetings in Raleigh for the past two years, I have collected much valuable material on North Carolina. This past spring I visited the Department of Conservation and Development, the State Museum, and attended a session of the State Legislature in Raleigh.

As specific preparation on my part for the group's study of North Carolina, I read or reviewed these books: *Discovering North Carolina*, Nellie Rowe; *Young People's History of North Carolina*, D. Harvey Hill; *The Story of North Carolina*, A. M. Arnett; *A Southerner Discovers the South*, Jonathan Daniels; *The Wasted Land*, Gerald W. Johnson; *Stories of the South*, edited by Addison Hibbard; and *The Lost Colony*, Paul Green. I had previously heard Paul Green read *The Lost Colony*.

I attended the fifth Alumnae Seminar on "Southern Writers" at the Woman's College of the University of North Carolina on March 3 and 4, 1939. I also spent much time in our school library and in the city library in order to become familiar with available North Carolina materials. I then examined the various pamphlets and newspaper clippings which I had collected.

III. Objectives

1. To give the group a better understanding and appreciation of North Carolina.
2. To learn how North Carolina came to be what it is today.
3. To give the group a concept of the variety offered by the State in climate, physical features, occupations, educational opportunities, cultural advantages, and places for play.
4. To increase the appreciation of democracy by a study of our State government.
5. To take care of individual differences in the class.
6. To give the children an opportunity to develop individual talents through the arts, music, and literature.
7. To give an opportunity for the development of self-control, responsibility, courtesy, good sportsmanship, leadership, initiative, self-expression, and cooperation.
8. To encourage conservation of natural resources of our State.

IV. Organization

1. ORGANIZATION OF THE CLASS

Since the class had already used the plan of working in large and small groups with committee chairmen, we decided to experiment with more individual work on this unit. After class discussion we listed some of the things we would like to find out about North Carolina just as we had done previously in other units. Each child was then given an outline work sheet, and we decided that each should work at his own rate of speed. We decided to meet each day to have the work discussed and special reports made. The president of our room presided at these dis-

cussions, just as committee chairmen had done when we were organized on the group plan.

2. ORGANIZATION OF INSTRUCTIONAL MATERIAL

The outline work sheet mentioned above was mimeographed and given to each child as a help in the study. The list of questions which the group made up was also used as a guide.

Each child had a copy of *Discovering North Carolina*, by Rowe, as a supplementary reader.

The books, pamphlets, and other materials from our school library were placed in a cabinet in the room. We used our round library reading table for especially attractive materials brought into the room by either children or teacher. A screen made of beaver board surrounded this library corner and gave it a bit of privacy. The back of this screen was used as a bulletin board for newspaper clippings. Another bulletin board was made attractive with picture post cards mounted on construction paper.

All available maps were borrowed from the school office and the library and placed in convenient spots in the room. Our set of ten North Carolina Social Science Maps was used constantly. Other maps which were helpful were: a large political map of North Carolina; a map from the State Highway Department; a map showing rural mail routes; and the many small maps from a book on waterways in North Carolina.

In a special cabinet we arranged an exhibit of manufactured and natural products of North Carolina. Included in this exhibit were samples of clay, brick, and piping made at the Pomona Terra Cotta Company, materials and samples from the Mojud Hosiery Company, pottery from Jugtown, a collection of things made by the Cherokee Indians, woods of North Carolina, and a mineral collection from the western part of the State.

In the science room in our school we have an excellent collection of specimens showing the natural resources of the State. Among these are rocks and minerals of North Carolina, leaves of common trees, butterflies and moths, birds' nests, and a few bird skins. This room is open to the group at any time. In our room we have a table aquarium which was used as a natural habitat for fish, frogs, salamanders, and snails that the children brought in.

3. TECHNIQUES USED

The first period in the morning was used as a reference and conference period for the group. The children worked individually or gathered in small groups to discuss their problems. All available materials were used by the group. Many of the children took notebooks and pencils and went in to the library to find answers to their questions or to prepare special reports. During this period I helped any child who needed individual assistance either in finding materials or in solving problems. The children liked to talk over with me discoveries they had made.

After this period the class met for a discussion and report period. Those children who had special reports usually gave them at the beginning of the period. This helped to stimulate the group. We then used the outline as a guide for the discussion. Individuals in the group were given an opportunity to discuss their solutions to problems and to check on their individual progress. At the close of this period the work for the following day was planned.

V. Development of the Unit

The class began the study of North Carolina with the geography of the State. At first the children became familiar with the three main physical divisions. The trips which some of the children had made to these sections helped to give them a concept of the differences in these physical divisions.

The study of natural resources came next. The group became especially interested in the rivers and the part which they have played in the development of industry in our State. We followed the newspaper account of the case in court here between the citizens of Yadkin County and High Point in regard to the building of another dam on the Yadkin River, and thus became aware of the importance of water power in North Carolina.

The group learned to identify and appreciate many of the trees, flowers, birds, and fish in North Carolina. The Greensboro Flower Show was visited with keen interest. The Science Club in our school made many field trips during the year, and those children in our grade who were members of the Science Club shared their experiences with the whole group. As a result the children realized more keenly than ever before the importance of conservation of our wild flowers and birds.

A part of the study which proved most delightful was the work with rocks and minerals. The Science Club gave much helpful information along this line also. *The Story of the Geologic Making of North Carolina** was an excellent source for reference. From this study the group learned something of the age of the earth, the time that it takes to make and to wear down different parts of the earth, and how certain rocks and minerals are formed. We also learned of the important rank that North Carolina holds among the states in the variety of minerals. Then, too, we ascertained which rocks and minerals were commercially valuable now and which ones had been so in the past.

One boy in the class who had visited the State Museum in Raleigh was asked to make a report of his trip to the group. The boy's father, surprised to hear that his son had to make a report, asked how such an account could be given since no notes had been taken. The boy replied, "I'll just take the trip over in my mind as I talk to the group, and I'll remember what I saw as I go along." This same boy said, after our study of minerals and rocks, "The first of the year I thought crystal quartz was a rare

*Bryson, H. J. Department of Conservation and Development, Raleigh.

rock, but now I know that it is quite a common mineral here in North Carolina."

A girl in the group discovered that the porch columns in her home were made of a rock which is a mixture of milky quartz, siderite (iron ore), and clear quartz crystals. Other pupils made similar applications of knowledge gained in the study to situations in their daily living.

We continued our study by finding out how and by whom our State was settled. Children became vitally interested in their own forefathers and asked if their names were Scotch, German, or what. We found out where the English, Scotch, Germans, Moravians, Quakers, and Swiss settled and what each group contributed to the State.

We learned why immigrants came into the State by land—that is, through South Carolina and Virginia, rather than by the coast as might have been expected. We studied the dangerous nature of our coast and the significance of the fact that there are no large, deep estuaries that could be used as harbors for ocean-going vessels.

Our next big topic was the early government of North Carolina. Hill's *Young People's History of North Carolina* was valuable in this part of our unit. The group learned how North Carolina came into existence under the king's grant to the Lords Proprietors of England, how it suffered under the king's rule, and how it finally gained independence through the Revolutionary War. We saw more clearly here how North Carolina had played an important part in helping to create the United States. While we were studying this phase of North Carolina, a group of our girls read "Edenton Tea Party" in *Old Time Stories* and wrote a short play from the story. One girl directed the play, which was presented in costume to our grade and the other fifth grade in our school.

At this period in our study quite a number of pupils visited the Guilford Battleground. All of the group became conscious of the many historical places in and around Greensboro.

Another interesting part of our work was the period just after the Revolutionary War when our first schools were established, the first railroads were built, a hospital was provided for the insane, and North Carolina enjoyed a general period of growth.

Then came the Civil War. We had already spent so much time on the unit, "The Civil War and the South Today", that we merely reviewed North Carolina's part in this great struggle. However, from such a review we understood more clearly the condition in which North Carolina was left at the close of the war.

After a study of Reconstruction days, we took up a brighter period in our State's development, a period in which education began to have an awakening under such men as Aycock, McIver, and Alderman. We learned how public education developed, how public health was promoted, and how good roads came to be.

During this part of our study one of our boys had an opportunity to visit, with his father, the Supreme Court in Raleigh.

A vivid description of a day spent in this higher court room led the group to discuss the government of North Carolina. This same boy also visited the Capitol. Although the Legislature was not in session at the time, he described to us the places where our laws are made. Of course every child knew of Governor Hoey, so we came to know something about each of the three departments of our State government.

After having studied our State from a geographical and historical standpoint, we were anxious to find out more about how our State ranks today in such things as agriculture, manufacturing, schools, public health, resorts, and prominent people.

The study of agriculture in North Carolina led us to see the variety of crops produced here, even on one farm. We learned that in contemporary North Carolina people were not depending upon one crop so much as in the past, but were carrying on a more diversified farm program. One child in the group who took a trip from Greensboro to Mount Airy made this statement on his return: "I played a game while we rode along to see if the people up there grew one crop or more than one. I saw they had two or three crops."

The group was very much impressed with the many products that are manufactured in this State. From our study of Greensboro we knew something of textile manufacturing, but we did not know about other industries. Three children visited, with special permission, the Mojud Silk Hosiery Mill here in Greensboro. Their report to the class was illustrated with samples from the mill. Another child visited the Pomona Terra Cotta Company and gave an illustrated talk on the ceramic industry. The group became so enthusiastic about seeing where products were made that many planned to visit manufacturing plants during the summer.

We followed this part of the unit with a study of ways of travel in North Carolina—both old and new. Several children had visited Kill Devil Hill, so they were delighted to read to us an article in the Greensboro Daily News about the recent visit of Orville Wright to Kitty Hawk. This article prompted a discussion of the development of air commerce in which comparisons were made with earlier methods of transportation.

We next located the important summer and winter resorts. The group was surprised to find so few summer resorts in the Piedmont section and so many summer resorts along the coast and in the mountains. The Sandhills region received special attention, and the group showed a keen interest in the new State Park at Fort Caswell.

Our last topic was prominent North Carolinians and the part they have played in our history. In this we included artists, musicians, educators, and authors. We included North Carolinians by birth and North Carolinians by adoption.

The culmination of our study was the making of a large mural twenty-four feet long and four feet wide on which we tried to depict the things we should like to show to anyone who visited

our State. We tried to place the various things in their correct place geographically. The mural was divided into three parts, just as our State is naturally divided. In the East we depicted the fort at Manteo, the Wright plane, a lighthouse, a group at the beach, the State's oldest church at Bath, the tar and turpentine industry, lumbering, and tobacco and peanut growing. As we moved from east to west we came to the Sandhills section, where sports were suggested by a lady playing golf and a man riding horseback. Moving on into the center of the State, we showed the Capitol Building, the Duke University Chapel, the General Greene Statue, the Cornwallis Oak, the Dolly Madison Well, cotton farming, truck farming, the furniture industry, schools, a granite quarry, water power, and a textile mill and worker. In the western section we depicted the many sports of the tourists, such as horseback riding, tennis, canoeing, trout fishing, and camping. In the far western part of our State we showed the mountain crafts of spinning and weaving and the Indians on the Cherokee reservation. At the proper places in the mural we put the native flowers and trees found in the various sections of our State. This mural was done in tempera paint. Each child in the room had some part in its making.

The following are activities which were carried on in connection with the unit:

1. Scrap books were made by individual children.
2. Picture maps of the State were made.
3. Rocks and minerals were collected.
4. Salt and flour maps of the counties and river basins were made.
5. A play about the Edenton Tea Party was written and produced.
6. A visit was made to Miss Arundel's classroom at the Woman's College to see her North Carolina collections.
7. Collections of leaves were made and preserved.
8. Letters were written to chambers of commerce in many North Carolina towns.
9. A visit was made to the New Historical Museum in Greensboro.

VI. Outcomes

1. A sense of responsibility that each member of the group developed in sharing what he knew with others.
2. A broadened knowledge and appreciation of North Carolina.
3. A development of individual children through the media of art, language, and music.
4. A more accurate concept of the natural resources of our State and a recognition of the necessity for conserving them.
5. A development of skill in using the library to get information.
6. A definite concept of the three physical divisions in North Carolina.
7. An awareness and appreciation of the immediate environment.

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26. St. Nicholas. *Southern Stories*. New York. Century, 1922.

ARTICLES

1. MAGAZINE ARTICLES:

- a. Bateman, Eva. "An Activity Unit on the Lost Colony", *North Carolina Education*, February, 1938.
- b. Lednum, Mrs. Walter Lee. "Industrial Hickory", *The Tar Heel Woman*, September, 1938.
- c. Lednum, Mrs. Walter Lee. "My Business and Yours", *The Tar Heel Woman*, August, 1938.

2. ENCYCLOPEDIA ARTICLES:

- a. "Gems or Precious Stones". *World Book Encyclopedia*, Volume 7: 2711.
- b. "Greensboro, N. C." *World Book Encyclopedia*. Volume 7: 2961.
- c. "North Carolina." *World Book Encyclopedia*. Volume 12: 5052.
- d. "North Carolina—The Old North State". *Compton's Pictured Encyclopedia*. 1936 edition, Volume 10: 155-160.

3. NEWSPAPER ARTICLES:

- a. Adams, Hoover. "Ho! For Carolina", *Greensboro Daily News*, Greensboro, N. C., Sunday, April 9, 1939.
- b. Carraway, Gertrude S. "To Observe Anniversary of Oldest State School", *Greensboro Daily News*, Sunday, January 8, 1939.
- c. Cohn, Fred J. "Inhabitants of Crusoe Island Are Practically Isolated", *Greensboro Daily News*, Greensboro, N. C., Sunday, January 8, 1939.
- d. Green, Charlotte Hilton. "Out-of-Doors in Carolina", *The News and Observer*, Raleigh, N. C., Sunday, June 26, 1938.
- e. McAllister, A. W. "The Beautiful Cornwallis Oak", *Greensboro Daily News*, Greensboro, N. C., October 28, 1939.
- f. McClung, A. H. "New Vacation Place Developed on Coast", *Greensboro Daily News*, Greensboro, N. C., October 28, 1939.
- g. McNeill, Ben Dixon. "The Lost Colony is Ready for a Second Season", *The News & Observer*, Raleigh, N. C., Sunday, June 26, 1938.
- h. Simmons, Fritz Raley. "Shoes for Confederates Were Made in Randolph", *Greensboro Daily News*, Greensboro, N. C., Sunday, April 9, 1939.

PAMPHLETS

1. STATE DEPARTMENT OF CONSERVATION AND DEVELOPMENT,
RALEIGH, N. C.:

- a. *The Balanced State*.
- b. *Common Forest Trees of North Carolina*.
- c. *Facts about North Carolina*.
- d. *Historical Sketch of North Carolina*.
- e. *North Carolina Today*—
Birthplace of a Nation.
Fall and Winter.
Opportunities—Agriculture.
Picture Story of Your Vacation.
Story of Tobacco.
- f. *North Carolina Today and Tomorrow*.
- g. *North Carolina Wildlife Conservation*.
- h. *Points of Outstanding Interest in North Carolina*.
- i. *Report on Water Resources—1937*.
- j. *The Story of Geologic Making of North Carolina*.

2. NORTH CAROLINA STATE MUSEUM:

- a. Art and Archeology.
- b. Forestry Exhibits—Circular 39-2.

- c. Fossil Whales in N. C.—Circular 38-9.
- d. Information Circular—Circular 38-2.
- e. N. C. Gems—Stones—Circular 38-8.
- f. Poisonous Snakes in N. C.
- g. Skinning a Bird.
- h. Whitetail Deer.

NORTH CAROLINA—A UNIT THAT PERMEATED AN ENTIRE SCHOOL*

The Setting

This study of North Carolina came about through the desire of my sixth grade pupils to know more about our State. In our reading of newspapers and in our discussions of present day happenings we soon realized that we did not know North Carolina. This led us to seek information, and prepared the way for a unit of work on North Carolina. The success of the unit may be attributed to the fact that the boys and girls were eager to learn about our State.

Our reading matter about North Carolina on the child's level was limited. We set to work to collect all available materials and information. Before our study ended we had an excellent collection of booklets obtained from the chambers of commerce in cities of the State and from the Department of Conservation and Development. Then there were such magazines as the Carolina number of *Nature*, the *D. A. R. Magazine*, and back numbers of the *National Geographic*, as well as *The State*.

An opportunity for a most helpful excursion came up soon after our study began. Mr. Vose brought the Robert Vose Exhibition of Paintings from Boston to the Mint Museum in Charlotte. The boys and girls read about this in the Sunday paper. Due to the interest of our class in art throughout the year, this exhibit was first in the discussion period Monday morning. The possibility of a trip to Charlotte was discussed, and finally it was decided to ask parents to help arrange for transportation to the exhibit. Letters were written, and plans were made. The art exhibit proved very helpful to the class. Pupils looked for Mr. Daingerfield's works because they had read about him. On this trip we visited other points of interest, such as the public library, a newspaper plant, and a broadcasting station. The children also had the experience of buying their lunch in a cafeteria. They came home with information of this type: the week-day and Sunday circulation of the morning paper,

*Unit developed in the sixth grade, Frank B. John School, Salisbury. Mary E. Wetmore, teacher.

the number of books in the public library, and the prices and history of many pictures in the Museum.

School Subjects Emphasized

At this point I wish to mention briefly some things which were done in the different fields of work during this study:

I. READING

There were such activities as reading the newspapers and magazines regularly. Reference books were often used.

Literary book reviews were made of such books as *Little Carolina Bluebonnet*, *Jane Hope*, and *The Road to Carolina*.

Ellis Credle's books were enjoyed—*Little Jeemes Henry*, *Pig-o-Wee*, and *Down, Down, the Mountain*.

Poetry written by North Carolinians was read.

II. ENGLISH

A play was written, including present day facts about North Carolina not in pageant.

We learned to write business letters.

Paragraphs were written.

Articles for the school newspaper and the local daily paper were written.

Poetry was composed.

Thank-you notes to parents and other interested friends were written.

Invitations were printed.

An historical pageant (to be mentioned later) was an outstanding activity.

III. MUSIC

Interest in opera stars and Metropolitan broadcasts led us to find Norman Cordon and Lucielle Browning, two North Carolinians, who sing in the Metropolitan. We listened to them by radio on certain Saturday afternoons.

Original words were written for songs which we used in our parent's program.

We became familiar with the State songs.

We read about present day composers in North Carolina.

We prepared a music composition, "Playing in Carolina Sunshine."

IV. ART

A large product map of North Carolina was drawn.

Many scenes characteristic of North Carolina were painted.

A large scenery drop for the play showing a cotton farm in Carolina was made.

Prints of North Carolina flowers were painted.

Covers for booklets were designed.

Programs were designed.

Pottery was made as a result of interest and study of pottery made in our State.

North Carolina toasts were painted and framed. One of these was presented to our library at a program for parents.

V. NATURAL SCIENCE

Types of soil were studied.

A collection and study of minerals was made.

We became familiar with trees and shrubs of North Carolina.

We learned something of the great work of conservation in North Carolina.

A great deal of interest in wild flowers was shown. Specimens were planted in an indoor garden around a fish pool. The children spent much time naming, identifying, and watching these flowers grow and bloom.

VI. GEOGRAPHY AND HISTORY

There was a great deal of map work carried on. We used our geography and history charts often this year.

A study of leading industries led us to such experiences as planting corn and cotton.

As we studied the history of North Carolina it was decided to write a pageant in order to give to others the information which we had gained. Our choral speaking during the year and our interest in the early Greek chorus led the boys and girls to suggest that we have a verse speaking choir to tell the story of our pageant. As the pageant began to take shape a great deal of information had to be checked through the library. This necessitated wider reading. As we studied and read we put the most important facts into blank verse. The boys and girls wrote and then put together the lines they liked best.

VII. ARITHMETIC

Many problems for arithmetic arose, such as: mileage on trip, cost of gas and oil, cost of lunches, acreage of various crops in North Carolina, average yield per acre, cost of schools, cost of costumes, etc.

VIII. SPELLING

Many new words were added to our vocabulary and studied in our study lists.

The Pageant

It was soon realized that we needed many more boys and girls than were in our sixth grade in order to present our pageant. Two other sixth grades and two fifth grades had begun to study North Carolina. It was suggested that we ask them and other grades to help us. It was time to start planning for our annual spring festival. When others decided to help, we agreed that the pageant would be our spring festival since we could hope to do justice to only one event at a time. By this time the activity had permeated practically the entire school. All grades were working cooperatively in the project.

Our sixth grade continued to write the history of North Carolina from 1583 to the present time with the future of our State predicted. This, as I have said, was written in blank verse. The Spirit of North Carolina was to tell the story, assisted by a verse speaking choir.

One grade that was interested in costuming read widely in order to design costumes accurately for the Greek chorus and for the early settlers of our State. Measurements for costumes had to be taken, and sketches of each costume for each child had to be drawn and labeled. Some children made their own costumes. This grade did an excellent piece of work.

Stage properties were planned and built by another sixth grade. These boys and girls, too, read widely and collected pictures in order to make pieces of furniture characteristic of the period in which they were used.

One fifth grade studying North Carolina and particularly interested in music learned a great deal about American folk songs, the hymns, and plantation melodies. The pupils of this grade were a great help to us. Our school glee club was also ready to help and supplied the songs for our pageant. The high school band kindly offered its services. Throughout the pageant it was a colorful and inspiring note. Six or eight children talented in music played the piano accompaniments for the folk dances.

Another sixth grade that was studying North Carolina and that was especially interested in folk dancing contributed an important part to our pageant. This grade helped with the selection of the dances. The primary grades had a part in the folk dancing. In many of our former spring festivals our boys felt that the dances were not for them. On this occasion the boys participated willingly, particularly enjoying such dances as the Square Dance, Buck and Wing, and the Pirate's Dance. Three hundred thirty children participated in this culminating program, and actually four hundred worked with it, despite the fact that many of our children were out of school on account of an epidemic.

It was felt that this unit of work did not end with the children; rather we are sure it reached out into our community. Parents and friends called to express the feeling that they thought it a most genuinely educational piece of work. We had many requests from the patrons that we make this North Carolina pageant an annual spring festival.

During the performance of the pageant we made a technicolor motion picture of outstanding parts of the production. Pictures and articles in our local newspapers gave evidence of the fact that the community sensed and appreciated the value of our work.

Bibliography

A large part of the following material is adult reading. Of course, it was necessary for the teacher to do the reading of such material and present it to the boys and girls.

BOOKS

- Albertson. *Roanoke Island*. Independent Press, Elizabeth City, N. C.
 Alee. *The Road to Carolina*. Houghton.
 Allen. *North Carolina History Stories*. Johnson, Richmond.
 Arnett. *The Story of North Carolina*. Univ. of N. C. Press.
 Ashe. *A History of North Carolina*. Charles L. Van Noppen, Greensboro.
 Camp. *North Carolina by Problems*. W. C. T. C., Cullowhee.
 Campbell. *The Southern Highlander and His Homeland*. Wm. F. Fell Co., Philadelphia.
 Chase & Perry. *Southern Hero Stories*. Macmillan.
 Cheshire. *Nonnulla*. Univ. of N. C. Press.
 Connor. *Makers of North Carolina History*. Alfred Williams & Co., Raleigh.
 Connor. *North Carolina*. American Historical Society, Inc.
 Cotton. *The White Doe*. Lippincott.
 Credle. *Down, Down the Mountain*. Nelson.
 Draper. *King's Mountain Heroes*. Dauber & Pine Book Shops.
 Etheridge. *North Carolina: Today and Tomorrow*. Dept. of Conservation & Development.
 Graham. *North Carolina (Land of Opportunity)*. State Dept. of Agriculture.
 Gray. *Jane Hope*. Viking Press.
 Hibbard. *Stories of the South*. Univ. of N. C. Press.
 Hill. *Young People's History of North Carolina*. Alfred Williams & Co., Raleigh.
 Hobbs. *North Carolina: Economic and Social*. Univ. of N. C. Press.
 Kephart. *Our Southern Highlanders*. N. Y. Outing Pub. Co.
 Knight. *Our State Government*. Scott.
 Mathews. *Over the Blue Wall*. Univ. of N. C. Press.
 McCorkle. *Old Time Stories of the Old North State*. Heath.
 McNeill. *Lyrics from Cotton Land*. Univ. of N. C. Press.
 McNeill. *Songs Merry and Sad*. Univ. of N. C. Press.
 Morley. *The Carolina Mountains*. Houghton.
 Mullen. *North Carolina—Facts to Know*. Lassiter Press, Charlotte
 Odum. *Southern Regions*. Univ. of N. C. Press.

- Pugh. *Little Carolina Bluebonnet*. Crowell.
 Rolfe. *Our National Parks*. Sanborn.
 Rowe. *Discovering North Carolina*. Univ. of N. C. Press.
 Rumple. *Rowan County*. Edwards & Broughton, Raleigh.
 Shankle. *State—Names, Flags, Seals, etc.* H. W. Wilson Co.
 Spencer. *North Carolina History*. American.
 Vance. *Human Geography of the South*. Univ. of N. C. Press.
 Wells. *Natural Gardens of North Carolina*. Univ. of N. C. Press.
 Biographies of Daniel Boone:
 Britannica Junior.
 Compton's Pictured Encyclopedia.
 Lands and Peoples, Vol. VI—Canada and the United States.
 The New Human Interest Library, Vol. IV.
 The World Book Encyclopedia.

MAGAZINES AND PAMPHLETS

- Agricultural Review*. State Department of Agriculture.
Gastonia and Gaston County, N. C. Kingsport Press, Kingsport, Tenn.
Life and Education in North Carolina. State Superintendent Public Instruction.
Nature Magazine, Carolina Number, May, 1931, Vol. 17, No. 5.
The News Letter. The University of North Carolina.
The Southern Magazine, North Carolina Number (25c), Vol. II, No. 5.
The State. Raleigh.
State School Facts. State Superintendent of Public Instruction.
The Story of the Geologic Making of North Carolina. State Dept. of Conservation and Development.
 Booklets, newspapers, maps, etc., from the chambers of commerce in North Carolina.
 Daily and Sunday newspapers from cities all over the State were very helpful.

EXHIBITS

- Blanket Exhibit—Chatham Blanket Co., Elkin, N. C.
 Cotton Exhibit—Cone Mills, Greensboro, N. C.
 Rayon Exhibit—American Enka Corp., Enka, N. C.
 Story of Hosiery—May Hosiery Mills, Burlington, N. C.
 The Story of Vicks—Vick Chemical Company, Greensboro, N. C.
 Thread Exhibit—Lily Mills Co., Shelby, N. C.

TALENTED NORTH CAROLINIANS—WRITERS, MUSICIANS, AND ARTISTS*

I. Why the Unit Was Selected

The unit was selected in order to have the children learn that North Carolina has many talented people today who are making North Carolina history. The immediate occasion was to comply with a request from the children who asked, when we were studying William Gaston, "Don't we have any smart North Carolinians now?"

*Unit developed in the sixth grade, South School, Mooresville. Cora L. Freeze, teacher.

II. Objectives of the Unit

1. To show that we do have recent and present day Carolinians who are real makers of North Carolina history.
2. To create and stimulate a desire to watch North Carolina's progress from a *literary* and *artistic* standpoint.

III. Development of the Unit

The question having arisen as to whether or not we have any smart North Carolinians or real makers of North Carolina history at the present time started the investigation. Several members of the class who had read *Discovering North Carolina* replied in the affirmative. A current event about Dr. Robert D. W. Connor being appointed archivist for the United States was brought to class, and a committee was appointed to post such material on the bulletin board for the rest of that week. We were using *Makers of North Carolina History* as a supplementary reader, so the author's new position, what it implied, who might fill the vacancy at the University of North Carolina, etc., were topics for discussion.

Before the lists of writers, musicians, and artists were put on the board, children were asked to make their own lists—to see how many they could find from their reading, interviews, etc. We had a most interesting account the next day. Parents of several children had heard Lamar Stringfield's orchestra; one pupil reported that her mother had seen some of Elliott Daingerfield's pictures. We were to decide the next day who could give the best accounts in the various fields—writers, musicians, and artists. Heretofore there had been only one copy of *Discovering North Carolina* available, but now two had been borrowed from individuals in the community and one from the town library. The index in copies of *The Story of North Carolina* was being perused diligently, and children's lists were most amazing to the teacher. Afterwards the following list was put on the black-board:

WRITERS

O. Henry
John Charles McNeill
Wilbur Daniel Steele
James Boyd
Thomas Wolfe
Gerald W. Johnson
Paul Green
R. D. W. Connor
Anne Preston Bridgers
Olive Tilford Dargan
Archibald Henderson
Phillips Russell
Lula Vollmer
Spencer Murphy
Struthers Burt
Ellis Arrington Credle

MUSICIANS

Mrs. Crosby Adams
Lamar Stringfield
Mrs. Eichhorn (Greensboro, N. C.)
Dr. Chas. G. Vardell
Dr. Wade C. Brown
Margaret Stringfield

ARTISTS

Elliott Daingerfield
Mrs. Bayard Wootten
Lenore Henry
James McLean
Charles Baskerville, Jr.
Mary de B. Graves Reese
Ellis Arrington Credle
Jacques Busbee

At the language period business letters were written to the University Extension Division, the North Carolina Library Commission, *The State* magazine, and daily newspapers, requesting information. Personal letters were written to textbook authors

and a number of the artists and musicians. The replies from the latter created much interest, and their letters were displayed on the bulletin board before they were filed for permanent use.

For a more intensive study the children divided themselves into three groups, each having a chairman—one to collect material on writers, one on musicians, and one on artists.

Many socialized recitations followed, and material was assembled from many sources. A number of magazine and newspaper articles on O. Henry and other writers were brought to class. There appeared in Sunday's *Charlotte Observer* (April 28) an article stating that Tom Wolfe's new book, *Of Time and the River*, stood fourth in sales during March. Thirty children out of forty-two clipped this article and a review of his book and brought them to class Monday morning. They read reviews which criticized the book adversely as well as favorably, thus learning that people disagree in their opinions on many literary productions. An effort was made to lead the children to have opinions of their own and to be tolerant of other people's opinions. As evidence that children were looking at periodicals and that the teaching was effective, a child reported that Mr. Wolfe, who was then in England, was being entertained in the home of Hugh Walpole, an eminent British writer. That same day, another child brought to class an interesting book review on James Boyd's new book, *Roll River*.

As a summary to the unit each group gave a program depicting the persons studied to the other two groups. A scrapbook which included all clippings, letters, pictures, etc., that had been collected, was made and given to the school library.

IV. Activities

The activities that were participated in during the study fell largely in the Language Arts field. They were as follows:

1. Read material in North Carolina supplementary history texts.
2. Listened to excerpts from the biography of O. Henry.
3. Read short stories of O. Henry, and some members of the class read Smith's *O. Henry Biography*.
4. Listened to poems by John Charles McNeill.
5. Memorized poems.
6. Read newspaper clippings about writers, musicians, and artists.
7. Wrote business letters to various sources, requesting material.
8. Wrote personal letters to several authors and talented people in North Carolina and "thank you" notes for their replies and contributions.
9. Read North Carolina poems.
10. Read book review sections of daily papers.
11. Read replies from "Talented People" and authors and filed them for permanent use.
12. Each group kept bulletin board.
13. Children interviewed people who knew artists.
14. Made collection of Mrs. Wootten's pictures.
15. Gave program depicting certain personalities.
16. Made scrapbook for library.

V. Outcomes (allowing for individual differences and expressed in terms of)**A. APPRECIATIONS AND ATTITUDES**

1. Appreciation of cultural values in art, literature, and music.
2. Appreciation of the beautiful in art, literature, and music.
3. Appreciation of North Carolina's talent in art, literature, and music.
4. Attitude of cooperation with committee chairman and with each other.
5. An inclination to search for information.
6. A curiosity about prominent people.
7. A tolerance of other people's ideas and expressions.

B. UNDERSTANDINGS

1. An understanding of the richness in creative material in North Carolina.
2. An understanding that many artistic productions grow out of real experience.
3. An understanding that any worthwhile product requires hard work.
4. An understanding of the value of the cultural as contrasted with the utilitarian values.

C. ABILITIES

1. An ability to speak before a group with more ease and more effectiveness.
2. An ability to write better business and personal letters.
3. An ability to read and reproduce what is read.
4. An ability to find information.

D. HABITS

1. The habit of reading newspapers.
2. The habit of collecting and preserving important data.
3. The habit of seeking information.
4. The habit of assembling and organizing materials.
5. The habit of arranging materials in an orderly manner.

VI. Evaluation

1. Aroused a permanent interest in North Carolina's writers, musicians, and artists.
2. Stimulated an interest and desire to read book reviews and watch for new books and authors.
3. Stimulated a desire to look at contents of magazines to see who is writing at the present time.
4. Acquainted children with the names of periodicals (Scribner's, the State, Forum, Time, Mentor, etc.) and created a habit of watching for contributions by Carolinians.

VII. References and Materials Used**A. BY PUPILS**

- Arnett. *The Story of North Carolina*. Univ. of N. C. Press.
Boyd. *Drums*. Scribner.
Boyd. *Marching On*. Grosset & Dunlap.
Brooks. *North Carolina Poems*. N. C. Education, Raleigh, N. C., 1912.
Connor. *Makers of North Carolina History*. Alfred Williams, Raleigh.
McNeill. *Lyrics from Cotton Land*. Univ. of N. C. Press.
O. Henry. *Whirligigs* (The Ransom of Red Chief). Doubleday, 1910.
Rowe. *Discovering North Carolina*. Univ. of N. C. Press.
The State magazine—Nov. 29, 1939; Jan. 26, 1935; Feb. 2, 1935; Dec. 29, 1939; April 6, 1935.
Other magazines and daily newspapers.

B. BY TEACHER

- Clark. *Paul Green*. Extension Division, Univ. of N. C.
Johnson. *Andrew Jackson, an Epic in Homespun*. Minton, Balch.

- McNeill. *Songs Merry and Sad*. Univ. of N. C. Press.
 Shepherd. *Cabins in the Laurel*. Univ. of N. C. Press (Photographs by Bayard Wootten—a prominent book reviewer said, "Pictures are lyric.")
 Smith. *O. Henry Biography*. Doubleday.
 Wilson. *Backwoods America*. Univ. of N. C. Press (Photographs by Bayard Wootten)
 The Mentor—August, 1928.
 Newspapers and old periodicals.

ADDITIONAL UNITS

- Bateman, Eva. "Adapting the Course of Study to Large Unit Work in History," *North Carolina Education*, III: 337, 362-365, April, 1937.

A unit of pioneer life, with special emphasis on North Carolina.

- Bateman, Eva. "An Activity Unit on the Lost Colony," *North Carolina Education*, IV: 184-186, 204, February, 1938.

A unit of work based on early history of North Carolina.

- Bond, Adelaide. "The Early History of Our State," *The North Carolina Teacher*, 10: 190, 239, 243, March, 1934.

An account of a sixth grade study of the early history of North Carolina. Suggested activities, bibliography.

- Highfill, Mattie C. "Discovering North Carolina," *North Carolina Education*, V: 269-270, 279, April, 1939.

A playlet presenting information about the three major physiographic regions of the State.

- Neece, Espie. "State Geography Goes Dramatic," *The North Carolina Teacher*, 10: 169, 182, February, 1934.

A sixth grade study of North Carolina built up from 15 topics, chiefly geographic in nature. Contains original play written by a pupil.

- Wahl, Frances. "Outstanding Men in North Carolina."

A mimeographed account of a unit worked out by the seventh grade of East Carolina Teachers College. Apply to the Division of Instructional Service, State Department of Public Instruction, Raleigh.

- Weeks, Sylvia Cherry. "Industries, Resorts, and Buildings of North Carolina."

A mimeographed account of a sixth grade unit developed in the West Edgecombe School. Apply to the Division of Instructional Service, State Department of Public Instruction, Raleigh.



U.N.C.

CAMPUS SCENE, UNIVERSITY OF NORTH CAROLINA

This typical scene on the beautiful campus of the University of North Carolina in Chapel Hill shows on the left the Old Well, historic spot and favorite gathering place for students for generations. In the left background may be seen a portion of Old East, oldest state university dormitory. The corner stone for Old East was laid October 12, 1793. Since it was built this structure has sheltered many men who achieved distinction in the life of the State and nation. On the right is South Building, the corner stone for which was laid in 1798. The building was not completed until 1814, when funds became available through private subscriptions and an earlier lottery. At one time this building sheltered a portion of the cavalry of the conquering Union army. A few feet to the north of the Old Well stands the famous Davie poplar, named for William R. Davie, who was instrumental in the founding of the University, which in point of service is the oldest state university in America.

CHAPTER V

SUGGESTIONS FOR NORTH CAROLINA MATERIALS

Books

Unless otherwise stated, books listed herein are on the adult level; some of these, however, may be used to advantage by good readers in the upper grammar grades and in the high school. Prices are list prices unless otherwise indicated. In general, schools may obtain discounts from all publishers. Titles marked with an asterisk (*) may be borrowed from the North Carolina Library Commission, Raleigh. The only charge for this service is the cost of transportation to and from Raleigh.

In preparing this list only titles in print or generally available in school or public libraries have been considered.

1. BOOKS—FACTUAL

Albertson, Catherine S. **In Ancient Albemarle.*** Elizabeth City. 1914. Out of print.

A collection of fifteen stories relating to the Albemarle region, including accounts of the first Albemarle Assembly, the Culpepper Rebellion, the piracy of Blackbeard, and the happenings in various communities during the Revolutionary period.

Albertson, Catherine S. **Legends of the Dunes of Dare.*** Elizabeth City. 1914. 35¢. Apply to author.

Stories gathered from old residents of Dare County, including the Indian legend of Virginia Dare, the origin of such names as Kill Devil Hill, Kitty Hawk, Jockey's Ridge, Nags Head, etc.

Albertson, Catherine S. **Roanoke Island in History and Legend.*** Elizabeth City. 1914. 50¢. Apply to author.

Historical and legendary account of the first English attempts at settlement, the birth of Virginia Dare, experiments of the Wright brothers, and other significant events which took place on and around Roanoke Island.

Alford, Lee F. (Editor). **The North Carolina Year Book.** Raleigh. News and Observer. 1939. \$1.00.

Published annually. Directory of State and county officials; statistical data on property valuation, debts, tax rates, agriculture, industry, banking, and education.

Allen, William C. **North Carolina History Stories.*** Richmond. Johnson. 1901. 60¢.

Simply written North Carolina history stories for fifth and sixth grades.

Americana Encyclopedia. New York. Americana Corporation. 1939.

Contains thirteen pages on North Carolina with maps, pictures, and tables.

Arnett, A. M., and Jackson, W. C. The Story of North Carolina.* Chapel Hill. U.N.C. Press. 1933. 80¢ to schools.

"List of suggested readings": pp. 485-488.

State-adopted high school textbook for supplementary use.

Ashe, S. A. History of North Carolina.* Greensboro. C. L. Van Noppen. 1908. Out of print.

A North Carolina history that is especially valuable to research students and teachers.

Beecher, George. Science and Change in Alamance County Life. Mimeographed. 1938.#

A collection of materials gathered as a part of a study of the educational resources available for use in rural environments in Alamance County. Shows how science and mechanical ingenuity gradually played a more important part in bringing about changes in living conditions.

Beecher, George. Science Studies in Alamance County Schools. Mimeographed. 1939.#

Lists environmental materials suitable for classroom use in Alamance County. Treats soils, plant life, insect life, and suggests science programs for the schools of Alamance County.

Beecher, George. Investigation of Local Resources for the Social Studies in Alamance County. Mimeographed. 1939.#

A compilation of materials that may be used in the social studies program in the Alamance County Schools.

Bloomquist, H. L., and Costing, H. J. Guide to Spring and Summer Flora of the Piedmont North Carolina. Durham. Duke University Press. 1936. \$1.00.

A useful handbook for students of botany.

Blythe, Legette. Marshall Ney: a Dual Life. New York. Stackpole. 1937. \$3.50.

The story of Napoleon's marshal, who is alleged to have escaped death and settled in North Carolina, spending his last years as a school teacher and upon his death being interred in Rowan County.

Bowman, Elizabeth S. Land of High Horizons. Kingsport. Southern Publishers. 1938. \$2.50.

Relates to the people, history, geology, legends, traditions, and wild life of Smoky Mountain Region.

Britannica Jr. Encyclopaedia. New York. Encyclopaedia Britannica, Inc. 1937.

Contains three pages on North Carolina with map and pictures.

Brooks, E. C. Our Dual Government. New York. Rand. 1924. \$1.00.

Valuable civics and history material for fifth grade and above.

#Not for sale, but may be borrowed by teachers interested in this field. Apply to Mr. George Beecher, Associate Professor of Education and Science, Elon College. Send postage.

Byrd, William. **History of the Dividing Line betwixt Virginia and North Carolina.*** Raleigh. North Carolina Historical Commission. 1929.

An interesting document in our colonial history, describing the marking of the boundary through the efforts of the commission appointed by the king in 1728.

Chamberlain, Hope S. **Old Days in Chapel Hill.*** Chapel Hill. U.N.C. Press. 1926. \$3.50.

Life and letters of Cornelia P. Spencer.

Coker, W. C., and Totten, H. R. **Trees of the Southeastern States.** Chapel Hill. U.N.C. Press. 1936. \$2.00.

Authentic information concerning the trees of North Carolina and other states of the Southeast. Exceptionally valuable as a reference in nature study. Describes 239 native and 22 foreign trees, with drawings of typical leaves, flowers, and fruits.

Compton's Pictured Encyclopedia. Chicago. Compton.

Contains six pages under North Carolina with map and illustrations.

Connor, R. D. W. **Ante-Bellum Builders of North Carolina.*** Greensboro. Woman's College of the University of North Carolina. 70¢.

A discussion of the development of government, industry, and education in the State during the period 1790-1840. The four sections of the publication discuss in order the parts played by Archibald D. Murphy, David L. Swain, Calvin H. Wiley, and John M. Morehead.

Connor, R. D. W. **Makers of North Carolina History.*** Raleigh. Thompson Pub. Co. 1911. 72¢.

Biographies of important North Carolinians to date, 1911. Origin and names of the counties. List of Governors.

Connor, R. D. W. **Race Elements in the White Population of North Carolina.*** Greensboro. Woman's College of the University of North Carolina. 1920. 85¢.

A discussion of the origin, characteristics, and contributions of the various racial elements in the North Carolina population.

Connor, R. D. W. **Revolutionary Leaders of North Carolina.*** Greensboro. Woman's College of the University of North Carolina. 1916. 70¢.

A discussion of four phases of the Revolutionary struggle and the parts played by John Harvey, Cornelius Harnett, Richard Caswell, and Samuel Johnston.

Connor, R. D. W. **Story of the Old North State.*** Philadelphia. Lippincott. 1906. 68¢.

Chronological presentation—useful from fifth grade up.

Connor, R. D. W., and Poe, Clarence. **The Life and Speeches of Charles Brantley Aycock.*** Chapel Hill. U.N.C. Press. 1912. \$1.00.

A biographical account of North Carolina's crusader for education, with excerpts from his speeches.

Connor, R. D. W., Boyd, W. K., and Hamilton, J. G. de R. **History of North Carolina.*** 3 vols. New York. Lewis Pub. Co. 1919. Out of print.

A very complete and authoritative treatment of the history of the State.

Conservation and Development Department. **North Carolina Industrial Directory and Reference Book.** Raleigh. Department of Conservation and Development. 1938. \$7.50.

Description of industrial resources of the State with directory of establishments. Gives important facts and figures for each county.

Conservation and Development Department. **North Carolina: Today and Tomorrow.*** Raleigh. Published by the Department. 1936. 50¢.

A description of the State with special sections on resources, government, education, welfare, commerce, and transportation.

Cooper, William A. **A Portrayal of Negro Life.** Durham. Seeman. 1936. \$1.00.

Reproductions of 27 paintings by the author with biographical accounts of the subjects.

Creecy, R. B. **Grandfather's Tales of North Carolina History.*** Raleigh. Edwards. 1901. For sale by the State Library, Raleigh. \$2.50.

A collection of historical, legendary, and biographical stories concerning North Carolina. Interesting, but difficult reading for most elementary school children.

Crittenden, C. C. **Commerce of North Carolina, 1763-1789.** New Haven. Yale University Press. 1936. \$2.50.

A description of the chief exports and imports, routes of trade, methods of production, and ways of doing business in North Carolina in the late eighteenth century. Gives a good picture of the economic life of the State at that time.

Crittenden, C. C., and Lacy, Dan, editors. **The County Records.*** 3 vols. (Historical Records of North Carolina). Published by the North Carolina Historical Commission. 1938.

For research students. A reprint of pages 1-129 of Volume I is available in separate binding. Free. An interesting account of historical records in North Carolina with a good description of the North Carolina county.

Cushman, Rebecca. **Swing Your Mountain Gal.*** Boston. Houghton. 1934. \$2.50.

Sketches of life in the southern highlands.

Daniels, Jonathan. **A Southerner Discovers the South.** New York. Macmillan. 1938. \$3.00.

Description and travel in the southeastern states; a good account of conditions in the industrial belt of the Piedmont in North Carolina.

Eaton, Allen Hendershott. **Handicrafts of the Southern Highlands.** New York. Russell Sage Foundation. 1937. \$3.00.

Valuable reference for study of the handicrafts of the mountain-folk of Western North Carolina.

Green, Charlotte Hilton. **Birds of the South.** Chapel Hill. U.N.C. Press. 1934. To schools, \$1.00.

Valuable material for use in a unit of study such as one on Birds of North Carolina.

Green, Charlotte Hilton. **Trees of the South.** Chapel Hill. U.N.C. Press. 1938. \$2.50.

Useful natural science material especially applicable to North Carolina.

Green, Paul. **The Lost Colony.** Chapel Hill. U.N.C. Press. 1937. To schools, \$1.00.

A dramatic presentation of the story of the Lost Colony. Illustrated with photographs from the pageant as produced at Manteo on the 350th anniversary of the birth of Virginia Dare.

Greenlee, Mary M. **Availability and Use of Environmental Materials in McDowell County.** (Master's thesis, George Peabody College). 1937. Available from Marion Public Library through inter-library loan.

Haywood, Marshall DeLancey. **Sir Walter Raleigh.** Apply N.C.E.A., Raleigh. 35¢.

A reprint of Mr. Haywood's address at Old Fort Raleigh, August 19, 1913.

Hibbard, Addison (Editor). **Stories of the South.** Chapel Hill. U.N.C. Press. 1931. \$1.00.

Twenty-seven stories chosen from the field of Southern short story literature.

Hill, D. H. **Young People's History of North Carolina.*** Raleigh. Alfred Williams. 1916. 70¢.

The State-adopted basal textbook for sixth grade.

Hobbs, S. H., Jr. **North Carolina: Economic and Social.*** Chapel Hill. U.N.C. Press. 1930. \$1.50.

An excellent presentation of economic and social conditions in North Carolina. Contains maps, tables, diagrams. References at end of each chapter.

Hyman, Mary (Editor). **History of the Historic Town of Hillsboro.** Hillsboro. Orange County Superintendent of Schools. 1928. 50¢.

A history of the town of Hillsboro written by pupils of the sixth grade in the Hillsboro Public School under the direction of their teacher and supervisor.

Hyman, Mary, and Marks, Sallie B. **North Carolina Geography.** Supplement to Southern Lands. New York. Silver, 1929. 71¢.

State-adopted textbook for use in seventh grade. Valuable reference for any grade studying North Carolina.

Johnson, C. H. **North Carolina in Rhyme.*** Winston-Salem. Union Publishing Co. 1911.

North Carolina history told in rhyme. Grade 5 and above.

Johnson, Gerald. **The Wasted Land.** Chapel Hill. U.N.C. Press. 1938. \$1.50.

A discussion of problems facing the Southeastern states.

Johnson, Guion Griffis. **Ante-Bellum North Carolina—A Social History.*** Chapel Hill. U.N.C. Press. 1937. \$6.00.

A wealth of material portraying the social life of North Carolina during the period 1800-1860.

Kephart, Horace. **Our Southern Highlanders.** New York. Outing Publishing Co. 1913. Out of print.

A narrative of adventure in the Southern Appalachians and a study of life among the mountaineers.

Knight, Edgar W. **Public School Education in North Carolina.** New York. Houghton. 1916. \$2.00.

Shows the relation between social and economic forces and educational development and how the ideals of a people are reflected in their school system.

Knight, Edgar W. **Our State Government.** New York. Scott. 1926. 80¢.

An elementary text in government.

Lawrence, R. C. **Here in Carolina.** Lumberton. R. C. Lawrence. 1939. \$3.00.

A collection of stories and articles about North Carolina and famous North Carolinians.

Lawson, John. **History of North Carolina.** Richmond. Garrett and Massie. 1937. \$3.00.

A reprint of the 1714 edition. Lawson's account of his journeys in North Carolina at the beginning of the 18th century. Gives an excellent account of early natural history and customs and morals of the Indians. Unsuitable for classroom use, but an excellent reference for teachers. Contains early maps and drawings.

Lefler, H. T. (Editor). **North Carolina History, Told by Contemporaries.*** Chapel Hill. U.N.C. Press. 1934. \$3.50.

An interesting source book for teachers and high school students.

London, H. M., Legislative Reference Librarian. **North Carolina Manual.** Raleigh. North Carolina Legislative Reference Library. 1939.

Contains official register of legislative, judicial, and executive officials; members of State Boards and Commissions; election returns; biographical sketches of State officials and members of the General Assembly.

Mason, R. L. **The Lure of the Great Smokies.*** Boston. Houghton. 1927. \$3.38.

Description and travel in the Smoky Mountain Region of North Carolina. Illustrations. Maps.

Matthews, Etta Lane. **Over the Blue Wall.** Chapel Hill. U.N.C. Press. 1937. \$1.00.

A young people's narrative history covering the period from Ponce de Leon to Washington. North Carolina references are indexed.

McCorkle, Mrs. Lutie Andrews. **Old-Time Stories of the Old North State.*** Boston. Heath. 1903. 80¢

History stories that may be read easily by pupils in the fifth grade and above.

Morley, M. W. **Carolina Mountains.*** Boston. Houghton. 1913. \$4.00.

Description and travel in Western North Carolina—Chimney Rock, Biltmore, Cherokee Indians, Pisgah, Mitchell, Linville Falls, Blowing Rock, Grandfather Mountain, etc.

Mullen, John M. (Compiler). **Facts to Know North Carolina.*** Lincoln. Mullen Feature Syndicate. 1937. To schools, \$1.00 each, or 80¢ in quantity.

Questions and answers on North Carolina. Contains lists of counties and county seats with information concerning their history, population, area, etc.

National Park Service. **Glimpses of the National Parks.** Washington. National Park Service, United States Department of the Interior. 1934.

Description of national parks with discussion of their history, administration, and use.

National Park Service. **Great Smoky Mountains—North Carolina-Tennessee.** Washington. National Park Service, United States Department of the Interior. Free.

One of a series of booklets on National Parks. Contains general description of park with notes concerning special features for education and recreation.

National Park Service. **The National Parks Portfolio.** Washington. National Park Service, United States Department of the Interior. 1931. \$1.00.

Extensive description of national parks and monuments.

Newbold, N. C. (Editor). **Five Distinguished North Carolina Negro Educators.** Chapel Hill. U.N.C. Press. 1939. \$1.00.

Biographical sketches of five Negro leaders: S. G. Atkins, James B. Dudley, Annie W. Holland, P. W. Moore, and E. E. Smith.

Noble, M. C. S. **A History of the Public Schools of North Carolina.** Chapel Hill. U.N.C. Press. 1930. \$3.00.

An excellent account of the development of public education in the State from early beginnings to 1900.

North Carolina Education Association. **A Century of Culture.** Raleigh. N.C.E.A. 1937. 50¢.

An historical pageant and masque commemorating the centennial of public education in North Carolina.

Quinn, Vernon. **Picture Map Geography of the United States.** New York. Frederick A. Stokes. 1931. \$2.50.

Pictorial map and descriptive material for North Carolina, pp. 52-55.

Richardson, W. H. **The Government of North Carolina.** Lincoln, Nebraska. University Pub. Co. 1931. Out of print.

A discussion of State government with qualifications and duties of officials.

Rights, D. L. **A Voyage down the Yadkin-Peedee River.*** Winston-Salem. Winston Printing Co. 1929.

An account of a voyage down the Yadkin from North Wilkesboro to Georgetown made in a 12-foot rowboat.

Rowe, Nellie M. **Discovering North Carolina.*** Chapel Hill. U.N.C. Press. 1933. 70¢.

A State-adopted supplementary reader for fifth grade. Treats the social and economic aspects of the State's development and contains much helpful information concerning modern and contemporary North Carolinians.

- Schaw, Janet. **Journal of a Lady of Quality.*** New Haven. Yale University Press. 1931. \$4.00.

Description and travel in the West Indies and North Carolina in colonial days.

- Seeman, William. **Down Goose Creek.** New York. Fleming H. Revell. 1931. \$2.50.

A ten-year-old boy's own account of a journey by stream and swamp from the Carolina foothills to the sea.

- Sheppard, Mrs. Muriel Earley. **Cabins in the Laurel.*** (With illustrations by Bayard Wootten). Chapel Hill. U.N.C. Press. 1935. \$3.00.

An account of life in the Toe River Valley in the northwestern North Carolina mountain region.

- Sherwood, H. N. **Makers of the New World.** Indianapolis. Bobbs-Merrill. 1936. 69¢.

A State-adopted supplementary reader for the fifth grade. Contains chapters relating to Sir Walter Raleigh and Blackbeard.

- Sprunt, James. **Tales and Traditions of the Lower Cape Fear.*** Wilmington. Le Gwin Bros. 1896.

Stories of the Wilmington area.

- Wager, Paul W. **County Government in North Carolina.** Chapel Hill. U.N.C. Press. 1928. Out of print.

Analysis of county systems of government written for aid to teachers of civics and government in our public schools.

- Wells, B. W. **Natural Gardens of North Carolina.** Chapel Hill. U.N.C. Press. 1932. \$3.50.

A description of the flora of North Carolina in all sections, from the mountains to the seacoast.

- Wetmore, Mary Emma. **The Making of North Carolina.** Salisbury. Frank B. John School. 1939. 50¢.

A pageant on the making of North Carolina, written and produced by sixth grade pupils.

- White, Stewart Edward. **Daniel Boone, Wilderness Scout.** New York. Allyn. 1926. 80¢.

Biographical sketch of Daniel Boone, his life and travels in North Carolina, Kentucky, etc. Excellent account of pioneer life and the settlement of Kentucky. For seventh grade and high school.

- Willis, C. H., & Saunders, L. S. **Those Who Dared.** Chapel Hill. U.N.C. Press. 1935. To schools, 60¢.

American history stories for children nine to twelve years of age.

- Wilson, Charles Marrow. (Photographic illustrations by Bayard Wootten). **Backwoods America.** U.N.C. Press. 1935. \$2.50.

A description of the life and customs of rural America. Describes life typical of much of rural North Carolina.

- World Book Encyclopedia.** Chicago. Quarrie. 1938.

Contains 16 pages under "North Carolina", including map, illustrations, charts, and tables.

WPA Writers. **North Carolina: A Guide to the Old North State.** Chapel Hill. U.N.C. Press. 1939. \$2.50.

A comprehensive historical, economic, social, and scenic description that covers the seacoast, the tobacco and cotton country, and the famous recreational areas of the Great Smokies. About 100 photographs. 16 maps. Sponsored by the Department of Conservation and Development and compiled by the Federal Writers' Project of North Carolina.

2. BOOKS—FICTION

Allee, Marjorie. **Road to Carolina.** New York. Houghton. 1932. \$2.00.

A story with a Civil War setting. High school.

Boyd, James. **Drums.** Illustrations by N. C. Wyeth. New York. Scribners. 1928. Boys' Edition, \$2.50.

North Carolina in Colonial and Revolutionary times. High school.

Boyd, James. **Marching On.** New York. Grosset. 1927. \$1.00.

A Civil War story concerning the son of a poor Southern Farmer. High school.

Bridgers, Ann Preston, and Abbott, George. **Coquette.** A play in three acts. New York. Longmans. 1928. \$2.00.

Credle, Ellis A. **Across the Cotton Patch.** New York. Thomas Nelson. 1935. \$1.50.

Credle, Ellis A. **Down, Down the Mountain.** New York. Thomas Nelson. 1934. \$2.00.

Credle, Ellis A. **Little Jeemes Henry.** New York. Thomas Nelson. 1936. \$1.50.

Credle, Ellis A. **Pig-o-Wee.** New York. Thomas Nelson. \$1.00.

Gray, Elizabeth Janet. **Jane Hope.** New York. Viking. 1934. \$2.00.
Life at Chapel Hill just before the outbreak of the Civil War. High school.

Gray, Elizabeth Janet. **Meggy McIntosh.** Garden City, N. Y. Doubleday. 1930. \$2.00.

Flora McDonald and other Scotch emigrants in North Carolina during the Colonial Period. Grammar grades and high school.

Green, Paul. **In the Valley and other Carolina Plays.** New York. Samuel French. 1928. \$2.50.

Harris, Bernice K. **Purslane.** Chapel Hill. U.N.C. Press. 1939. \$2.50.

A novel portraying life in a rural community in middle Carolina in the early nineteen hundreds.

Hughes, Hatcher. **Hell Bent for Heaven.** A play in three acts. New York. Samuel French. 1924. \$1.50.

Johnson, Gerald W. **By Reason of Strength.** New York. Minton. 1930. \$2.00.

A novel with a Cape Fear setting.

Knox, Rose B. **Gray Caps.** Garden City, N. Y. Doubleday. 1932. \$2.00.

Life in and around Raleigh during the Civil War. High school.

Knox, Rose B. **Marty and Company.** Garden City, N. Y. Doubleday. 1933. \$2.00.

Life on a modern Carolina farm. Grammar grades.

Koch, Frederick H. **Carolina Folk Plays.** (3 series). New York. Henry Holt. 1922, 1924, 1928. Each series, \$1.18.

State-adopted high school texts for supplementary use in dramatics. Contain North Carolina folk-plays, some by North Carolina writers.

McNeill, John Charles. **Lyrics from Cotton Land.** Chapel Hill. U.N.C. Press. 1922. \$1.00.

McNeill, John Charles. **Select Prose of John Charles McNeill.** Edited by J. L. Memory, Wake Forest. J. L. Memory. Mimeographed. 1939. \$1.00.

McNeill, John Charles. **Songs, Merry and Sad.** Chapel Hill. U.N.C. Press. 1932. \$1.00.

Oertel, Theodore Eugene. **Blackbeard's Treasure.** A tale of the famous pirate, Captain Teach. New York. Crowell. 1927. \$2.00.

Page, Thomas Nelson. **Two Little Confederates.** New York. Scribner's. 1927. \$2.00.

Pugh, Mabel. **Little Carolina Bluebonnet.** New York. Crowell. \$1.50. Story of a little Carolina girl in a small town. Fourth grade.

Vollmer, Lula. **Sun-up.** A play in three acts. New York. Brentano's. 1924. \$1.00.

Magazines and Other Periodicals

Agricultural Review. State Department of Agriculture, Raleigh. Published twice a month. Sent free to citizens upon written application.

Bulletin of the Archeological Society of North Carolina. Membership in the Society (Dues \$1.00 a year) includes subscription. Apply to Guy B. Johnson, Secretary, Chapel Hill. Contains articles on archeology of North Carolina with special emphasis on Indians.

Education. Issued monthly, September-May. Official publication of the North Carolina Education Association, Raleigh. \$2.00 per year. Current issues and back numbers contain many articles on North Carolina.

Health Bulletin. Published monthly by the State Board of Health, Raleigh. Sent free to any citizen of the State upon request.

National Geographic Magazine. May, 1926, issue. See article by Melville Charters, "Motor-Coaching through North Carolina." Illustrated. This back number may be obtained from Abraham's Book Store, 141 Fourth Avenue, New York, N. Y. 50¢ a copy, postpaid.

Nature Magazine. May, 1931—a special North Carolina issue. May be obtained from Abraham's Book Store, 141 Fourth Avenue, New York, N. Y. 50¢ a copy, postpaid.

News Letter. Published bi-monthly by the Extension Division of the University of North Carolina, Chapel Hill. Ask to be put on the mailing list.

Newspapers. Sunday editions of the larger newspapers of the State contain many feature articles about North Carolina; much of the material is suitable for filing in the school's pamphlet file.

North Carolina Historical Review. Published quarterly by the North Carolina Historical Commission, Raleigh. To members of the State Literary and Historical Association, \$1.00 a year; non-members, \$2.00. Each year the April issue contains a bibliography of books dealing with North Carolina or by North Carolinians.

Public School Bulletin. Published monthly by the State Department of Public Instruction. Copies will be sent free to principals, superintendents, and libraries upon request to Mr. L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh.

State School Facts. Published monthly by the Department of Public Instruction. Free. Apply to Mr. L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh.

The Chat. Bulletin of the North Carolina Bird Club. Mimeographed, monthly or bi-monthly. Club membership (\$1.00 a year) includes subscription. Apply to Mr. John H. Grey, editor, 1719 Park Drive, Raleigh. Contains articles on birds and news of activities by members of the North Carolina Bird Club.

The State. Published by Carl Goerch, 308 Lawyers Building, Raleigh. Published weekly. Special subscription rates to schools: one year, \$2.25; nine months, \$1.75; eight months, \$1.50. Contains current news of happenings in the State and many feature articles on the history, geography, etc., of North Carolina.

Touring. Published periodically by The Southland Tourist Publishing Co., Asheville. 25¢ a copy. Vol. 5, No. 1, 1938, is devoted to Western North Carolina. Maps. Photographic illustrations.

ARTICLES RELATING TO NORTH CAROLINA

Atkins, Emmett. "North Carolina, a Varied Vacationland." *North Carolina Education*, V: 309-316, May, 1939.

Illustrated account of resort resources and opportunities for recreation. Calendar of events.

Bell, Cecil. "The Smokies Arrive". *North Carolina Education*, IV: 231, 268-269, March, 1938.

An account of the rapid development of the Great Smoky Mountains as a National Park.

Derendinger, Ernst. "Famous Mothers in Art". *The North Carolina Teacher*, 10: 266-267, 280, April-May, 1934.

Includes account of Whistler's mother, who was born in the lower Cape Fear region.

Dunnagan, M. R. "Banking in North Carolina". *North Carolina Education*, III: 199-202, 224-225, January, 1937.

An account of the growth of the banking business in the State.

Dunnagan, M. R. "Electric Power Development in North Carolina". *North Carolina Education*, III, 73-76, 93-94, October, 1936.

History of electric power in this State.

Dunnagan, M. R. "The Furniture Industry in North Carolina". *North Carolina Education*, III: 287-291, 294-295, March, 1937.

Facts and figures showing how North Carolina ranks in the production of wood household furniture.

Dunnagan, M. R. "Life Insurance in North Carolina". *North Carolina Education*, III: 27-29, September, 1936.

The development of the life insurance business in North Carolina.

Dunnagan, M. R. "The Textile Industry in North Carolina". *North Carolina Education*, III: 247-250, 267-270, February, 1937.

The story of one of the major industrial enterprises of the State.

Dunnagan, M. R. "The Tobacco Industry in North Carolina". *North Carolina Education*, III: 115-118, November, 1936.

Story of North Carolina's most important money-producing industry.

Grimes, Mrs. Alice Dugger. "Archibald De Bow Murphey". *North Carolina Education*, II: 317, 351, March, 1936.

Biographical sketch of the "father of the North Carolina public school system".

Grimes, Mrs. Alice Dugger. "Bartlett Yancey, 1785-1828". *North Carolina Education*, II: 434, May, 1936.

Sketch of the life and work of the co-worker of Archibald D. Murphey.

Grimes, Mrs. Alice Dugger. "Calvin Henderson Wiley". *North Carolina Education*, III: 197, 212, January, 1937.

A brief account of the life of the first State Superintendent of Public Instruction.

Grimes, Mrs. Alice Dugger. "David Caldwell". *North Carolina Education*, III: 20, September, 1936.

Sketch of the life of David Caldwell and establishment of the famous "log College".

Grimes, Mrs. Alice Dugger. "David Lowry Swain". *North Carolina Education*, III: 79, 84-85, October, 1936.

A biographical sketch of one of the presidents of the University of North Carolina.

Koch, Frederick H. "Centennial Pageant Making". *North Carolina Education*, III: 125, 129, November, 1936.

Plans for the Centennial Celebration of public school education in North Carolina.

Lemert, Ben F. "Geographic Influences in North Carolina History". *North Carolina Historical Review*, October, 1935.

Discusses geographic influences in settlement of various regions and use of natural resources.

North Carolina Education Association. *North Carolina Education*. February, 1936.

Contains 23 articles on the rise and development of education in North Carolina. A special issue of the magazine in commemoration of 100 years of public education in the State.

Russell, Edith. "The Centennial Pageant". *North Carolina Education*, III: 324-326, April, 1937.

Story of the pageant and names of the cast are given.

Walser, R. G. "North Carolina Literature for English Composition". *North Carolina Education*, II: 379, 398, April, 1936.

Discusses use of literature by North Carolinians as a motivating force in creative writing. Mentions numerous titles by North Carolinians.

Warren, Jule B. "The Cherokee Indian Pageant". *North Carolina Education*, IV: 86-87, November, 1937.

Photographs and story of the historical pageant produced by the Indians of Western North Carolina.

Warren, J. B. "Colleges' Contribution to Public Education in North Carolina". *North Carolina Education*, III: 335-336, 359-362, April, 1937.

Statement of what the various colleges of the State have done for public education.

Pamphlets, Leaflets, and Circulars

Constitution of North Carolina. Raleigh. Division of Publications, State Department of Public Instruction. Free.

The First Voyage Made to the Coasts of America by Philip Amadas and Arthur Barlowe. (No. 1 of Series No. 1 of the North Carolina History Leaflets). Raleigh. North Carolina Historical Commission. Free.

A reprint of the report to Sir Walter Raleigh.

Geologic Making of North Carolina. Raleigh. Department of Conservation and Development. Free.

A discussion of the origin of the different geologic formations and their economic value to the State.

Information Circular. Raleigh. The North Carolina State Museum. Free.

A circular issued periodically. Each issue treats some special topic in North Carolina, such as minerals, snakes, etc.

Legends and Locations of Highway Markers. Raleigh. North Carolina Historical Commission. Free.

Complete list of markers, giving legend and location of each. Illustrated.

North Carolina's State Museum. Raleigh. The North Carolina State Museum. Free.

A pamphlet describing the activities of the Museum and the collections on display.

North Carolina—The Tar Heel State. Raleigh. State Department of Public Instruction. Free.

A leaflet of interesting information for the school children of the State. Contents: 1. Origin of Nickname, 2. Capital, 3. Capitol, 4. Motto, 5. Flower, 6. Bird, 7. Interesting Facts, 8. State Flag, 9. State Song, 10. Toast, 11. Seal. Map in outline.

Tar Heel Tales. Raleigh. North Carolina Historical Commission. Free.

A reprint of broadcasts made over Radio Station WPTF in Raleigh during March and April, 1938. There are eight leaflets in the series as follows:

- No. 1. Captured by the Indians (The Experiences of Christopher de Graffenried and John Lawson)
2. The Carolina Pirates (Blackbeard, Bonnet)
3. The Moravian Doctor (Kalberlahn)
4. The Sons of Liberty and the Stamp Act
5. The Battle of Moore's Creek Bridge
6. Lafayette's Visit to North Carolina
7. Old Charley (An incident of the Cherokee Exile)
8. The Founding of Dix Hill

Leaflets from Chambers of Commerce

Chambers of Commerce in the following cities in the State are currently distributing brochures of advertising and descriptive literature:

Asheville	Gastonia	Mooresville	Salisbury
Asheboro	Goldsboro	New Bern	Southern Pines
Brevard	Greensboro	Oxford	Statesville
Burlington	Hendersonville	Pinehurst	Tarboro
Canton	Hickory	Raleigh	Thomasville
Charlotte	High Point	Reidsville	Washington
Durham	Lenoir	Roanoke Rapids	Wilmington
Edenton	Manteo	Rockingham	Wilson
Elizabeth City	Marion	Roxboro	Winston-Salem
Fayetteville			

Materials from State Agencies

1. LIBRARIES

- a. *State Library* (Raleigh). No books are circulated. A wealth of material is available to teachers who are near enough to visit Raleigh and use the material in the library reading room.
- b. *North Carolina Library Commission* (Raleigh). The Commission circulates travelling libraries within the State where library service is otherwise unavailable. Transportation to and from Raleigh must be borne by the borrower. A limited number of books on North Carolina may be obtained through local public libraries by schools which make request and pay transportation charges to and from Raleigh.

The North Carolina Library Commission also maintains a file of pamphlets and newspaper clippings relating to the State. The topics cover a wide range—from early history to present day activities. The articles may be borrowed for a period of three weeks and renewed for a similar period. As very little can be duplicated in case of loss, careful handling is essential. The only expense is postage to and from Raleigh. When requesting pamphlet material, please send ten cents in stamps; any extra postage will be returned in the package.

- c. *University of North Carolina Library* (Chapel Hill). The North Carolina room in the University library contains the largest collection of North Carolina material in existence. Books are circulated primarily to regularly enrolled students, but the services of the library are available to others. Whenever possible it is advisable to do research and study within the library. Limited material is available for circulation through the University Extension Library.

- d. *North Carolina State College Library* (Raleigh). The library will lend material on agricultural and technical subjects which is not available from the Library Commission and the University Extension Library. Publications of the N. C. Agricultural Extension Division and the Agricultural Experiment Station may be obtained from Mr. Frank H. Jeter, editor, Agricultural Publications, N. C. State College, Raleigh.

2. STATE DEPARTMENTS, COMMISSIONS, ETC.

Biennial reports and other publications are issued by various State agencies. Some of these are useful in the study of certain phases of North Carolina life. Teachers interested in material of this nature should write directly to Raleigh to the department from which information is desired. Among the more significant State agencies are:

Department of Agriculture	State Highway and Public
State Museum, Department	Works Commission
of Agriculture	State Board of Health
Department of Labor	Department of Conservation
Department of Revenue	and Development
Highway Safety Division,	State Board of Charities and
Department of Revenue	Public Welfare
	N. C. Historical Commission
	Department of Public Instruction

Maps and Charts

DESK OUTLINE MAPS

- Political North Carolina. $8\frac{1}{2}$ x 11 inches. Indianapolis. George F. Cram. 1c each.
- Political North Carolina. Identification map showing township boundaries and names, 1931. Neg. 25776-B. $10\frac{1}{2}$ x 16 inches. Washington. Bureau of Agricultural Economics, United States Department of Agriculture. Free.
- Political North Carolina. County and township boundaries, 1931, without names. Neg. 25776-A. $10\frac{1}{2}$ x 16 inches. Washington. Bureau of Agricultural Economics, United States Department of Agriculture. Free.
- Political North Carolina. Minor Civil Division Series, 1930, 1934 (Census Bureau) Scale 40 m. = 2.5 in. 13.8 x 33.2 inches. Washington. Superintendent of Documents. 10c.

JIG-SAW PUZZLE MAP

- North Carolina, 1938. Cut by counties. 13 x 25 inches. Thomasville, N. C. R. H. Wilson. \$1.50 each; special prices on quantity orders.

LIBRARY MAP

- Public and County Libraries in North Carolina. 9 x 17 inches. Raleigh. North Carolina Library Commission. Free.

NATURE MAP

- A Map of North Carolina for Nature Lovers. Printed in colors; illustrated; suitable for framing. Published by the Garden Club of North Carolina. Apply to Mrs. H. R. Totten, Chapel Hill. \$2.00 each, or \$1.60 each in lots of twelve or more. The price includes a manual containing several articles by prominent North Carolina naturalists and writers on the flora, fauna, and history of the State.

POLITICAL WALL MAPS

Maps of North Carolina approved by the State Department of Public Instruction for accredited schools:

Denoyer-Geppert Co., Chicago—S132, 52" x 26"—also NC9-10-44" x 64"

A. J. Nystrom & Co., Chicago—U132, 52" x 26"

Rand, McNally & Co., New York—Ranally, 40" x 56"

Weber Costello Co., Chicago Heights—No. St. 31, 60" x 48"

ROAD MAPS

Commercial maps of North Carolina distributed free by leading service stations. The one currently distributed by the Standard Oil Company has a pictorial map on the reverse showing places of historic and geographic interest.

North Carolina Highways, 1939. 18 x 40 inches. Printed in colors. Shows highways, waterways, national parks, forests, State parks, Indian and military reservations. Reverse has North Carolina scenes pictured in colors. Raleigh. State Highway and Public Works Commission. Free.

SOCIAL SCIENCE MAPS

North Carolina Social Science Maps (Edited by A. R. Newsome). A set of 10 wall maps for classroom use. Chicago. Denoyer-Geppert. 1938. \$22.00, mounted on tripod.

MISCELLANEOUS MAPS

Raleigh. Department of Conservation and Development. Write for *List of Publications*, 1938. Note section on maps, pp. 25-26, which lists North Carolina maps showing various features such as physiographic regions, mean annual temperatures, rainfall, drainage, railroads, mining operations, etc., at prices ranging from 10c to \$1.00.

CHARTS

Organization of State Government. Raleigh. Division of Publications, State Department of Public Instruction. Free to teachers of civics.

Origin of the Counties of North Carolina. Shows formation of counties from earlier political subdivisions. Winston-Salem. J. Hampton Rich. Framed, \$1.25; unframed, 50c.

(A companion piece, *Counties of North Carolina and Their Historical Background*, telling how each county got its name, may be obtained from the same source at the same price.)





Bayard Wootten.

ST. THOMAS CHURCH

Erected in Bath in 1734 St. Thomas Church is the oldest church building in the State. This quaint structure was supposedly constructed of bricks imported from England. The doors are handmade and pegged. The wooden pews within are cut by hand and arranged on platforms at either side of the church. Underneath the floors are graves of early settlers, interred beneath the edifice for fear of Indian raids. On the altar are silver candelabra presented by King George II of England. A church bell given by Queen Anne still calls worshipers to service.

Bath, the oldest town in the State, was incorporated in 1705 and numbered among its early inhabitants Governor Eden, John Lawson, the early historian and surveyor-general, and the notorious pirate, Blackbeard.

APPENDIX

STATISTICAL DATA AND OTHER FACTUAL INFORMATION ABOUT NORTH CAROLINA*

Area

52,426 square miles, 3,686 of which are under water.

Total land area in acres: 31,490,560.

Extreme length, east to west.....503 miles.

Extreme width.....188 miles.

Average width, approximately.....100 miles.

Frontage on Atlantic Ocean, approximately.....300 miles.

Rank in size among the 48 states.....27th.

Geographic Divisions

The fall line, running roughly parallel to the coast through Northampton, Halifax, Warren, Franklin, Wake, Lee, Moore, Richmond, and Anson counties, divides the State into two approximately equal areas. East of this line are the Tidewater and Western Coastal Plain areas; west of the line are the Piedmont and Mountain areas. The Sandhills area, a more or less distinct geographic section of probable marine origin, extends along the fall line from Lee County into South Carolina. Approximate areas:

Tidewater..... 7,000,000 acres.

Western Coastal Plain..... 7,000,000 acres.

Piedmont.....11,000,000 acres.

Mountain..... 6,000,000 acres.

Included in the figures above is the Sandhills area of about 1,000,000 acres, located largely in the Western Coastal Plain area.

Elevations

Topographically North Carolina is a vast inclined plane extending from the crest of the Appalachian Mountains in the west to sea level in the east. The transition from the Mountain region to the Piedmont is somewhat abrupt, the drop in altitude being approximately 1,500 feet in the space of a very few miles. The Piedmont descends gradually toward the east, having an average elevation of 500 feet in the central portion. The coastal plain descends gradually to the coast at the rate of about one foot to the mile. Representative city elevations:

Waynesville.....2,637 feet

Asheville.....2,208 feet

Morganton.....1,181 feet

Statesville..... 925 feet

Greensboro..... 839 feet

Raleigh..... 362 feet

Tarboro..... 52 feet

Camden..... 10 feet

*Sources of information: Reports and other publications of State Departments, U. S. Census Bureau, and Hobbs' **North Carolina: Economic and Social.**

The mountain area contains many peaks more than 6,000 feet in height, including Mt. Mitchell (6,684 feet), the highest point east of the Mississippi River. Forty-three peaks are over 6,000 feet high, among them:

Clingman's Dome.....	6,660 feet
Mount Guyot.....	6,636 feet
Roan.....	6,287 feet
Amos Platt's Balsam.....	6,278 feet
Richland Balsam.....	6,370 feet
Reinhardt.....	6,106 feet
Blackstock's Knob.....	6,378 feet
Black Dome.....	6,502 feet
Deer Mountain.....	6,233 feet
Big Craggy.....	6,068 feet

There are 82 peaks between 5,000 and 6,000 feet, among them Grandfather (5,964), Pisgah (5,749), and Wayah Bald (5,400).

Climate

Annual mean temperatures:

	Spring	Summer	Autumn	Winter	Year
Coastal Plain....	60	77	63	44	62
Piedmont.....	59	77	60	42	60
Mountain.....	54	71	56	38	55
State.....	58	75	60	42	59

Normal average rainfall for the State: 50 inches. Distribution of rainfall by seasons: Spring, 11.9 in.; Summer, 16.9 in.; Autumn, 9.7 in.; Winter, 11.5. Factors affecting climate:

(1) *Latitude*: 34° to 36°, 31' north (approximately that of the Mediterranean area).

(2) *Altitude*: The high mountains of the west act as a barrier against the cold winds from the northwest and protect the Piedmont region against all but the more severe cold waves. The high altitude of Western North Carolina makes this region cooler in summer and especially attractive as a resort center.

(3) *The ocean*: Much of North Carolina juts out into the Atlantic Ocean and consequently the temperature of the eastern portion is tempered, both in summer and winter, by the more constant temperature of such a large body of water. Pamlico, Albemarle, and numerous other sounds also help to bring cooler summer weather and warmth in winter. The Gulf Stream, 11 miles off Cape Hatteras and 35 to 50 miles off shore at other points, probably affects land temperatures to some extent, although the prevailing winds are from the southwest or northeast.

Population

1890.....	1,617,949
1930.....	3,170,276
Rural.....	2,360,429
Urban.....	809,847
1939 (Estimated).....	3,492,000
N. C. population increase 1920-1930.....	23.88%
National increase, same period.....	16.10%
Rank among the 48 states.....	12th
Per cent of population classed as rural (1930).....	74.45
Per cent of population classed as urban (1930).....	25.55
Per cent of white population, 1930.....	70.49

Major racial elements composing the original population:

- | | |
|----------------------------|-----------|
| 1. Anglo-Saxon, or English | 4. German |
| 2. Scotch Highlanders | 5. Negro |
| 3. Scotch-Irish | 6. Indian |

Manufacturing*

<i>Industry</i>	<i>Number of Establish- ments</i>	<i>Average No. Wage Earners</i>	<i>Wages</i>	<i>Value of Products</i>
I. Chemicals & Allied Industries.....	90	2,556	\$ 1,388,943	\$ 19,121,189
II. Clay, Glass and Stone.....	39	1,171	606,179	2,327,923
III. Food and Allied Products.....	567	5,781	4,729,429	56,369,603
IV. Leather and Leather Goods....	9	1,069	793,444	9,018,419
V. Lumber and its Remanufacture.....	699	28,881	22,288,447	65,770,012
VI. Metals and Metal Products....	116	1,514	1,416,942	5,811,118
VII. Mine and Quarry Products....	41	700	532,405	2,284,721
VIII. Paper and Printing Industry.....	255	2,508	2,865,624	14,112,185
IX. Textile and Textile Products.....	618	156,164	109,965,558	403,062,344
X. Tobacco and its Products.....	4	15,842	11,376,979	463,280,743
XI. Miscellaneous Products.....	194	13,303	11,440,793	70,819,576
All Industries Total.....	2,632	229,534	\$152,037,469	\$1,114,977,871

North Carolina ranks first in the nation in the manufacture of tobacco, cotton textiles, and in the production of wooden dining room and bedroom furniture.

Agriculture

Number of farms.....	300,967
Total farm lands, acres.....	24,685,250
Acres harvested.....	5,965,547
Total value of farm property.....	\$622,718,510
Value of crops (1937).....	\$283,631,000
Value of livestock, including poultry.....	\$101,080,000
Rank of North Carolina among the 48 states in	
(a) Value of farm crops.....	5th
(b) Gross agricultural income.....	3rd
(c) Cash income from agriculture.....	3rd
Average acres per farm (1937).....	82.
Average acres harvested per farm (1937).....	19.8
Major cash crops:	
1. Tobacco.....	639,804 acres
2. Cotton.....	1,077,075 acres
3. Corn.....	2,296,120 acres
4. Peanuts.....	234,369 acres

Commercial truck farming averages approximately 275,000 acres per year.

Peach, apple, and pecan trees of bearing age number about 5,000,000.

Forest Resources

In 1938 total forest land in the State was estimated at 18,343,000 acres, or about 59% of the total land area. Only five states have larger forest areas than North Carolina. Of the total forest land the State owns 145,000 acres and the federal government some million and a half acres. Fire protection is provided for about 12 million acres. Total uncut virgin timber is estimated at 756,000 acres.

Chief commercial species: loblolly, longleaf, slash, shortleaf, and pitch pines; red, white, and black chestnut oaks; gum; cypress; hickory; yellow poplar; locust; hemlock; maple; ash; and cedar.

***Industrial Directory of North Carolina**, Department of Conservation and Development, pp. 13-15. 1935 figures.

Mineral Resources

Average annual value of mineral products—\$7,500,000. In the number of native minerals the State ranks first in the Union, 289 species and sub-species of minerals having been identified. The State usually ranks thirty-seventh in annual value of minerals produced, the low rank being due in part to the lack of large deposits of commercial value and in part to lack of development of known deposits. The State leads the country in production of feldspar, mica, and residual white clays. Granite is an important mineral, the State containing the largest open-face granite quarry in the world. Other minerals include coal, iron, quartz, gold, talc, and pyrophyllite. The manufacture of ethyl-dibromide from sea water at Wilmington is a comparatively new and important extractive industry in the State.

Water Resources

An average annual rainfall of 50 inches distributed fairly equally throughout the year provides an abundance of surface water for industrial, municipal, and domestic use and makes possible the State's rank near the top among the states in water power and hydro-electric development. The chemical composition of waters from most sections of the State is suitable for manufacturing and processing.

Water Power

Rank in amount of hydro-electric power developed.....	4th
Rank in total electric power produced, including hydro, steam, and all other kinds.....	7th
Electric power plants	
Hydro.....	52
Steam.....	20
Other types.....	10
<hr/>	
Total.....	80

The total installation is capable of producing 865,524 horse power by water power and 444,652 horse power by steam.

Fish and Oyster Resources

The value of all fish annually runs around $3\frac{1}{2}$ or 4 million dollars and engages perhaps 15 to 20 thousand persons. The annual menhaden (fatback) catch is worth about one million dollars, while food fish, shellfish, shrimp, etc., account for the balance.

Total species of fish available in North Carolina waters—	345
Salt or brackish water species.....	209
Fresh water species.....	125
Anadramous (salt water and fresh water).....	11

Transportation

Total mileage, North Carolina Highway System.....	58,000
Total mileage, railroads, main trackage.....	4,000

Bus and truck lines are well-developed. Two mail and passenger air routes are operated across North Carolina. Deep sea ports of entry are located at Wilmington and Morehead City. In 1938 over two million tons of cargo valued at more than 70 million dollars were handled in the port of Wilmington, where 500 ocean-going and 200 coastwise vessels entered. Tonnage handled at Morehead City is increasing due to improved port facilities and channel dredging. Barge lines and smaller vessels operate on the sounds, rivers, and Intra-coastal Waterway..

Public Education#

Total number of school units.....	4,987
Elementary.....	4,041
Secondary.....	946
Total number of pupils enrolled.....	881,874
Elementary.....	700,672
Secondary.....	181,202
Value of school property.....	\$113,679,644
School busses operated.....	4,255
Number of pupils transported daily.....	306,953
Transportation cost per pupil.....	\$7.96
Expenditure from State eight months school fund.....	\$24,342,927

North Carolina ranks first among the states in the number of pupils transported daily and is exceeded only by Delaware in the proportion of state aid provided for financing the school program.

The State provides six institutions of higher learning for white students, five for Negroes, and one for Indians. Among denominational and other private colleges there are sixteen four-year colleges and nineteen junior colleges for white students, and five four-year colleges and three junior colleges for Negroes. There are thirty-six licensed business schools and colleges.

Recreation and Resorts

North Carolina is richly endowed with resort resources. Between the extremes of the high mountains of the west and the seacoast in the east there is a variety of climatic, scenic, and historic attractions which make possible summer, winter, and year-round resorts. The tourist business has become one of the State's major sources of income. Numerous recreational areas have been set up by State and national park services.

Estimated number of visitors, 1938.....	3,000,000
Estimated expenditures of visitors, 1938.....	\$64,350,000
The State maintains seven parks:	
1. Fort Macon (Carteret County).....	500 acres
2. Pettigrew Memorial Park (Washington County).....	200 acres
3. Morrow Mountain (Stanly County).....	4,100 acres
4. Hanging Rock (Stokes County).....	3,900 acres
5. Rendezvous Mountain (Wilkes County).....	140 acres
6. Mt. Mitchell (Yancey County).....	1,224 acres
7. Cape Hatteras (Dare County).....	1,200 acres

The entire outer banks from Ocracoke Inlet north to Knott's Island have been designated as Cape Hatteras National Seashore. This area contains Fort Raleigh on Roanoke Island, birthplace of Virginia Dare, and Kill Devil Hill near Kitty Hawk, birthplace of aviation.

State-owned lakes being developed for recreation: Phelps (Washington-Tyrrell counties), Alligator (Hyde), White (Bladen), Waccamaw (Columbus).

In the Sandhills an area of some 64,000 acres in Richmond and Scotland counties has been leased by the FSA to the State and contains recreational centers at Indian Camp (near Hoffman) and Millstone Rocks. A similar lease turned over to the State the Bladen Lakes Forest Area of some 34,000 acres with recreation facilities at Jones (for Negroes), Salters, and Singletary lakes.

#Figures are for the school year 1937-1938.

In addition to the Cape Hatteras National Seashore the State contains the eastern half of the Great Smoky Mountains National Park.

National forest preserves in the State are the Nantahala, Pisgah, and Cherokee in the mountain section, the Uwharrie in the Piedmont, and the Croatan in the Coastal Plains section.

Commercial seacoast summer resorts provide for recreation at Manteo, Nags Head, Ocracoke, Atlantic Beach, Wrightsville Beach, Carolina Beach, and elsewhere along the coast.

In the Sandhills winter resorts of national importance are found at Pinehurst and Southern Pines; Tryon, located in the iso-thermal belt at the foot of the Appalachians, attracts visitors the year round.

Summer resorts are numerous in western North Carolina and center around Asheville. Blowing Rock, Linville, Little Switzerland, Lake Lure, and many other places in the "land of the sky" afford excellent opportunities for the tourist and vacationist.

CHRONOLOGY OF NORTH CAROLINA

<i>Year</i>	<i>Event</i>
1524	Verrazano, French explorer, reaches the mainland of North America and touches several places in what is now North Carolina.
1584	Amadas and Barlowe voyage to Roanoke Island, returning to England with a glowing account of the new land.
1585	Grenville-Lane expedition to establish Raleigh's first colony.
1586	Sir Francis Drake rescues Governor Lane's colonists, and the first attempt at settlement fails.
1587	Governor John White lands at Roanoke with Raleigh's second colony. Birth of Virginia Dare (August 19), first white child born in "Virginia". White returns to England for supplies.
1589	White returns to Roanoke, finding the island deserted and the word "Croatan" carved on a post. A search fails to locate the colonists. The second colony becomes known as "The Lost Colony".
1629	King Charles I of England decrees that the land from Albemarle Sound on the north to the St. John's River on the south be called "Carolina" from the Latin version, "Carolus," of his own name.
1660	George Durant and others from the Virginia Colony move south to settle in what is now North Carolina.
1663	Charles II of England grants a charter to the Lords Proprietors, giving permission to colonize Carolina.
1664	Lords Proprietors select William Drummond as first governor of Carolina.
1665	First Albemarle assembly.
1705	Bath, first town in North Carolina, chartered with population of 361.
1710	Settlement of New Bern by Swiss and Germans under Baron de Graffenried.
1711	Massacre of the whites by the Indians along the Neuse River. The Cary Rebellion.
1713	Charles Eden appointed Governor.
1715	Edenton settled.
1718	Blackbeard, the pirate, killed.
1723	Settlement of the Cape Fear region. Beaufort established.

<i>Year</i>	<i>Event</i>
1725	Town of Brunswick established. Orton plantation purchased by Maurice Moore. Boundary line between Virginia and North Carolina established.
1729	Population of the State declared to be 10,000. Lords Proprietors relinquish their charter, making North Carolina a Royal Colony.
1733	Wilmington established.
1734	St. Thomas Episcopal Church built at Bath. This is the oldest church building now standing in North Carolina.
1744	Fort Johnson erected at the mouth of the Cape Fear.
1746	Highlanders flee from Scotland and settle in the Sandhills Region of North Carolina.
1749	First printing press in North Carolina.
1751	First newspaper in the State is published at New Bern.
1753	Moravians settle Wachovia.
1761	New Inlet to the Cape Fear formed by a violent storm.
1765	Tryon made governor.
1766	Resistance to the Stamp Act in the Cape Fear settlements.
1771	Battle of Alamance. A significant clash between the Carolina frontiersmen and the inhabitants of the eastern part of the colony.
1774	The Edenton Tea Party.
1775	Mecklenburg Declaration, May 20. (One of two dates on the State flag.) Daniel Boone blazes a trail to Kentucky.
1776	Battle of Moore's Creek Bridge, first Revolutionary War battle in North Carolina (February 27). Halifax Resolves, first State action on independence, April 12 (date on State flag). Richard Caswell elected first governor after the Declaration of Independence.
1780	Battle of King's Mountain—the turn of the tide in the Revolutionary struggle.
1781	Battle of Guilford Courthouse. Patriots under General Greene so weaken the forces of Cornwallis that he is forced to discontinue fighting in the interior and return to the coast for reinforcements.
1789	University of North Carolina chartered. North Carolina becomes twelfth state to ratify the U. S. Constitution.
1790	First Federal census taken. North Carolina population found to be 393,751; only Virginia and Pennsylvania had larger populations.
1792	City of Raleigh established, named in honor of Sir Walter Raleigh.
1816	Archibald D. Murphey reports on education in the State.
1825	State Literary Fund established for the purpose of opening public schools.
1833	Cornerstone of present Capitol laid. United States Mint established at Charlotte.
1835	Edward B. Dudley becomes governor, the first to be elected by a vote of the people instead of by the State Legislature.
1840	First public schools in the State opened. Present State Capitol building completed. First railroads in the State completed.
1852	Calvin H. Wiley elected first State Superintendent of Public Instruction.
1861	North Carolina secedes from the Union.

<i>Year</i>	<i>Event</i>
1862	William Sidney Porter (O. Henry) born in Greensboro.
1865	Attack on Fort Fisher. Slavery abolished.
1868	Present State Constitution adopted.
1875	The State University re-opens after having been closed since the Civil War.
1898	North Carolina enrolls three regiments for service in the Spanish-American War.
1899	First \$100,000 equalization fund established.
1900	Charles B. Aycock elected governor and a campaign started for better schools.
1903	The first flight in a heavier-than-air machine made anywhere in the world, by Wilbur and Orville Wright at Kitty Hawk.
1908	State-wide prohibition law passed.
1916	T. W. Bickett elected governor.
1917	North Carolina National Guard and volunteers enlist for service in the World War.
1918	North Carolinians celebrate the close of the World War. Constitutional amendment provides for a six months school term.
1920	Cameron Morrison elected governor.
1921	Legislature votes a 50 million dollar bond issue for building good roads and the first \$5,000,000 bond issue for a school building loan fund.
1924	Angus W. McLean elected governor.
1927	State Board of Equalization set up to equalize property valuations for use as a basis for making a more equitable distribution of the equalization fund.
1928	O. Max Gardner elected governor.
1929	Equalization Fund provides State-aid for extension of the school term for two months above the constitutional six months term in tax districts.
1932	J. C. B. Ehringhaus elected governor.
1933	The State assumes financial responsibility for operation of the public schools for a minimum term of eight months on State standards of cost.
1936	Clyde R. Hoey elected governor.

THE STATE SONG

By an act of the General Assembly of 1927, the song known as "The Old North State" was legally adopted as the official song of the State of North Carolina.

THE OLD NORTH STATE

(Traditional air as sung in 1926)

WILLIAM GASTON

With spirit

COLLECTED AND ARRANGED

BY MRS. E. E. RANDOLPE

1. Car - o - li - na! Car - o - li - na! heav-en's bless-ings at - tend her,
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,
3. Then let all those who love us, love the land that we live in,

While we live we will cher - ish, pro - tect and de - fend her, Tho' the
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too
As hap - py a re - gion as on this side of heav-en, Where

scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with
true to her - self e'er to crouch to op - pres-sion, Who can yield to just
plen - ty and peace, love and joy smile be - fore us, Raise a-loud, raise to -

CHORUS

glad - ness when ev - er we name her.
rule a more loy - al sub - mis-sion. Hur - rah! Hur - rah! the
geth - er the heart thrill - ing cho - rus.

rit.
Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.

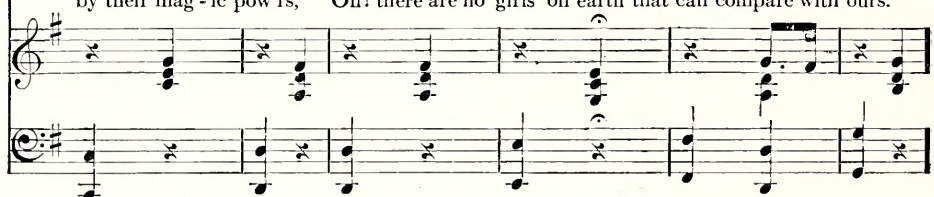
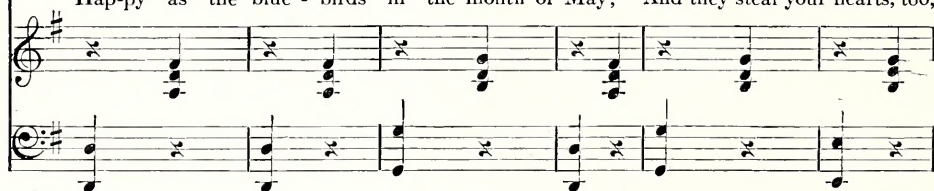
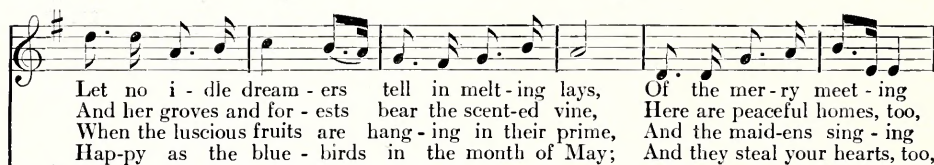
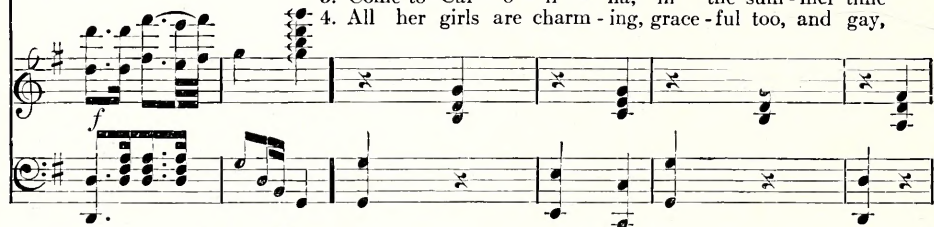
Dr. Wm. B. HARRELL

HO! FOR CAROLINA

Mrs. W.B. HARRELL

Moderato

1. Let no heart in sor - row weep for oth - er days,
2. Down in Car - o - li - na grows the loft - y pine,
3. Come to Car - o - li - na, in the sum - mer time
4. All her girls are charm - ing, grace - ful too, and gay,



HO! FOR CAROLINA

CHORUS

Ho! for Car - o - li - na, that's the land for me, In her hap - py

This system contains the first two lines of the chorus. It features four staves: two vocal staves (treble clef, key of D major) and two piano accompaniment staves (treble and bass clef, key of D major). The piano part includes triplet chords in the right hand and single notes or dyads in the left hand.

bor - ders roam the brave and free, And her bright-eyed daugh-ters—

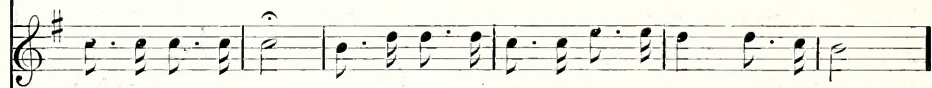
bor - ders roam the brave and free, And her bright-eyed daugh-ters—

This system contains the next two lines of the chorus, repeated. It follows the same four-staff format as the first system, with vocal staves and piano accompaniment. The piano accompaniment continues with triplet chords and supporting notes.

HO! FOR CAROLINA



none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.



none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.





THE STATE SEAL

The Great Seal of the State of North Carolina is two and one-quarter inches in diameter, and its design is a representation of the figures of Liberty and Plenty, looking towards each other, but not more than half fronting each other, and otherwise disposed as follows: Liberty, the first figure standing, her pole with cap on it in her left hand and a scroll with the word "Constitution" inscribed thereon in her right hand. Plenty, the second figure, sitting down, her right arm half extended toward Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of horn rolling out. In the exergue is inserted the words "May 20, 1775," above the coat of arms. Around the circumference is the legend: "The Great Seal of the State of North Carolina," and the motto, "Esse Quam Videri."

THE OLD NORTH STATE

(A TOAST)

By MRS. LEONORA MONTEIRO MARTIN)

[Written for a banquet of the North Carolina Society of Richmond, Virginia,
May 20, 1904.]

Here's to the land of the Long Leaf Pine,
The Summer Land, where the sun doth shine;
Where the weak grow strong, and the strong grow great—
Here's to "Down Home," the Old North State!

Here's to the land of the cotton blooms white,
Where the scuppernong perfumes the breeze at night,
Where the soft Southern moss and jessamine mate,
'Neath the murmuring pines of the Old North State!

Here's to the land where the galax grows,
Where the rhododendron roseate glows;
Where soars Mount Mitchell's summit great,
In the "Land of the Sky," in the Old North State!

Here's to the land where maidens are fairest,
Where friends are the truest, and cold hearts are rarest;
The near land, the dear land, whatever our fate,
The blest land, the best land, the Old North State!

UNIVERSITY OF N.C. AT CHAPEL HILL



00034036276

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THE NORTH CAROLINA COLLECTION
